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ABSTRACT

Four packets comprise the art component of an enrichment program for gifted elementary students. The introduction packet reviews identification of children gifted in art through pre and post measures. A drawing packet reviews techniques for such activities as human figure drawing, shading, crayon rubbings, experimenting with perspective, and drawing to show texture. Among painting activities described are learning the color wheel, balancing light and dark in a pattern, and adding texture through brush strokes. A clay work packet provides suggestions for such activities as making jewelry, decorating pottery, and kiln firing. (CL)

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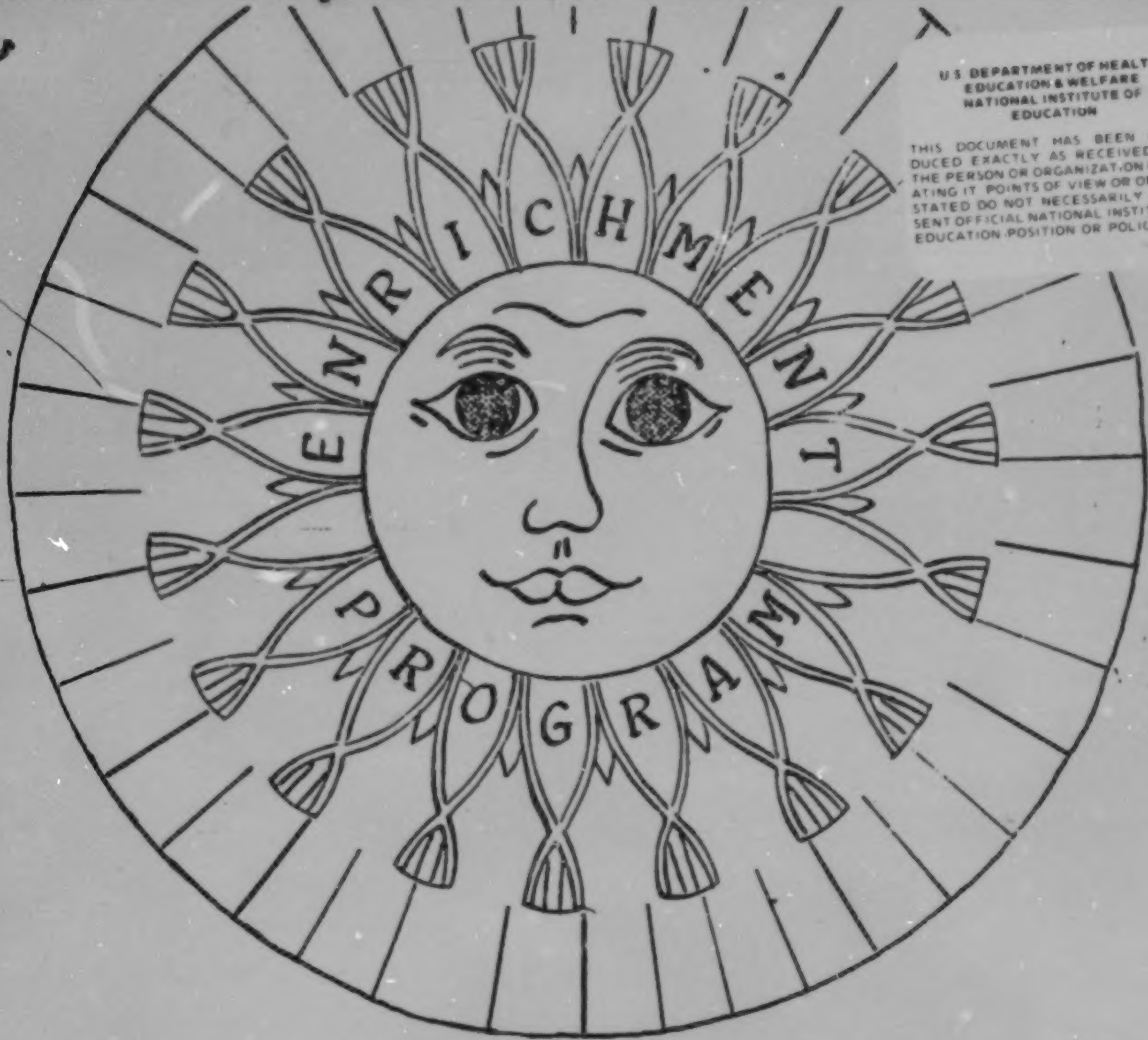

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ART
Introductory Packet

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Developed by
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Under ESEA Title III
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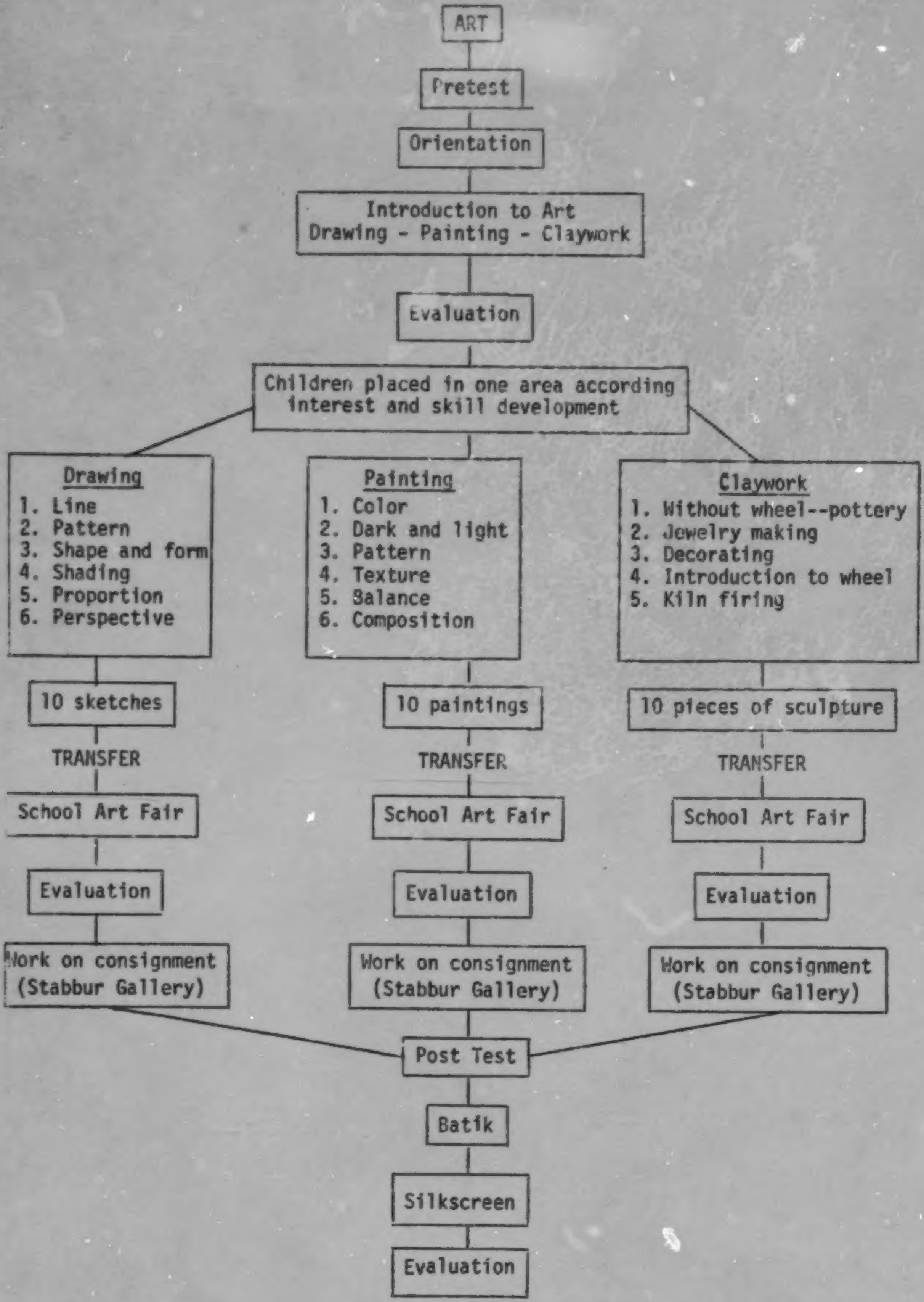
Title III-Enrichment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TRANSFER
TRANSFER
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School Art Fair
School Art Fair
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ART
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Bibliography

ART PROGRAM SUPPLIES

Quantity	Item	Unit Cost	Per Class(10)	Per Student
10 bx	Clay, E2 red, medium grog	6.00	60.00	6.00
4 bx	Charcoal sticks, Grumbacher	~~.25~~ .59	~~62.10~~ 5.90	~~6.21~~ .59
1 per	Watercolors, 1/2 pan		6.76	.68
10 pkg	Oil pastels, Artista	6.21	6.80	.63
4 bx	Erasers, artgum	1.69	30.00	3.00
2 gr	Pencils, #2	3.40	11.54	1.15
5 bx	Pencils (drawing) 4B, Kimberley	6.60	1.84	.18
2 bx	Pen holders	5.77	24.30	2.43
2 bx	Pen points	.92	11.72	1.17
3 dz	Watercolor brushes #10, Grumbacher	8.10	4.17	.42
4 yd	Organdy	2.93	1.50	.15
1 gal	Silkscreen cleaner	4.17	2.62	.26
1 gal	Paint thinner	1.50	17.20	1.72
2 qt	Blockout medium	1.81	9.48	.95
4	Silkscreen frames	4.30	4.00	.40
4	Squeegees	2.37	4.00	.40
2 qt	Silkscreen ink, black (Speedball)	2.00	4.00	.40
2 qt	Silkscreen ink, red	2.00	4.00	.40
2 qt	Silkscreen ink, blue	2.00	4.00	.40
2 qt	Silkscreen ink, white	2.00	4.00	.40
2 qt	Silkscreen ink, yellow	2.00	4.00	.40
2 qt	Silkscreen ink, orange	2.00	4.00	.40
10 pkg	Construction paper, assorted	.35	3.50	.35
4 pkg	Canvas board, 10 x 14, Grumbacher	2.13	8.52	.85
4 pkg	Canvas board, 16 x 20	3.99	15.96	1.60
4 bx	Pyrometric cones, jr. size #14, Orton	1.34	5.36	.54
1 bx each	Oil Paint, all colors, Liquitex	20.00	20.00	2.00

Art Program Supplies (continued)

Quantity	Item	Unit Cost	Per Class (10)	Per Student
10 pkg	Crayons	1.03	10.30	1.03
4 ctn	Watercolors	5.40	21.60	2.16
5 bx	Drawing paper, manila, 9 x 12	2.43	12.15	1.22
5 bx	Drawing paper, manila, 12 x 18	4.87	23.35	2.34

Cost per class approx.

$395.00

Cost per student approx.

$39.50

IDENTIFICATION OF GIFTED CHILDREN

ART

Pre-Test

Purpose: To identify potentially gifted children in the field of Art from a selected group of individuals. (Selected by Elementary teachers in each fourth, fifth and sixth grade).

Procedure: Recommended children are grouped together and evaluated via experiences of Art: Drawing, Painting and Three Dimensional (clay work) according to the following pattern.

Approximately thirty minutes will be allotted for experience in the three areas of Art.

I. Drawing
  A. Materials
    1. Two pieces of Manila Paper (9 x 12 and 12 x 18)
    2. No. 2 pencil
    3. Black primary crayon
  B. Instructions
    1. Distribute materials
    2. Verbal instructions to students
      a. "Two drawings will be made in the period of about thirty minutes. Sign your name on both papers. Instructions will be given. No further questions should be necessary."
      b. "Draw yourself outdoors."

  (Allow ten minutes before going on to c).

      c. "On the second sheet, draw as you wish."
      d. "Make sure your name is on both papers." (Do this before papers are picked up).
      e. "We will now collect your drawings and you will have a five minute break before the Painting activity. You may leave the crayon and pencil on the table."

(Break time activities at the discretion of the teacher)

II. Painting
  A. Materials
    1. Box ½ pan watercolors
    2. No. 10 and No. 12 round watercolor brush
    3. 12 x 18 white paper
    4. Container of water
    5. Pencil and crayon from drawing exercise. (Optional)
  B. Instructions
    1. Distribute materials
    2. Verbal instructions to students
      a. "The white paper is for your painting. Paint as you wish. You have approximately thirty minutes. Begin."
      b. At twenty minutes "You have ten minutes to complete your painting. When you are finished, rinse out your brush, close your box of paints and relax until the next five minute break."

II. Painting
  B. Instructions (cont.)
  (Teacher will handle clean-up procedure according to his/her discretion.)
      c. "Make sure your name is on your painting and leave it where it is. You will now have a five minute break before going to your last activity which is working with clay."

III. Three Dimensional Art (clay)
  A. Materials
    1. One to two pounds moist clay
    2. 3 x 5 card
  B. Instructions
    1. Distribute clay
    2. Instructions to students
      a. "Here is some clay, make what you wish."
  (During this time, teacher will write child's name on 3 x 5 card to be attached to the clay prior to completion of activity).
      b. "When you are finished, or before the thirty minutes have passed, please go to the sink, wash your hands and prepare to leave. Leave your claywork and name card where it is."
    3. Clean up. Preservation and/or recording of results will be undertaken after the students have been dismissed.

EXPLANATION OF ART PRE-TEST

The pre-test can be administered by any of the following people:

The Building Resource Person
Learning Specialist
High School Art Teacher
Junior High Art Teacher
Elementary School Art Teacher
Gifted Program Developer

The pre-test is given to five children at a time (in order for each child to be observed fairly). It is the responsibility of the person administering the test to evaluate each child following the guidelines of the art pre-test evaluation sheet.

Below is an explanation of the criteria to be used for evaluation.

1. SELF STARTS: Child initiates task on his or her own without further direction from the teacher.
2. ENTHUSIASTIC: Child is motivated to begin task and carry through until completion.
3. CONFIDENCE: Child feels comfortable with the media and nature of the task.
4. EXPERIMENTIVE: Child is willing to try different ideas and is creative in his or her approach to the task.
5. ACTIVELY ENGAGED: Child shows a high degree of interest in the task and works independently.
6. COMPLETES SPECIFIC IDEA: Child is able to carry his or her idea to completion.
7. USE OF TOOLS: (a. RESTRICTED: Child is unable to feel free in using the tools in a creative way.
   (b. UNRESTRICTED: Child feels free to try different ideas using tools and media that is provided.
8. MATURITY LEVEL: Child completed a finished product that was of a high quality for his or her age level.
9. ORIGINALITY: Child used his or her own ideas and applied a number of skills to create a piece of work that was all his or her own.
10. SKILL: The child completed a creative piece of work that demonstrated a speci talent in the area of artistic expression.

The following rating is to be used in evaluating the criteria above.

5 - Excellent
4 - High
3 - Average
2 - Fair
1 - Low

Each child is observed and graded in each of the three areas of the pre-test using the above criteria. The scores are recorded on the Pre-test Evaluation Sheet. One sheet is used for each area observed. A score of 45 points on each sheet would be a perfect score. After all testing is completed, those students with a score of 36 or better on at least two of the three evaluation sheets are listed on the Identified Students Sheet. Total scores of each identified student are recorded, as well as the individual scores in each of the three areas of art (drawing, painting and claywork). These students will be admitted to the program. Students scoring exceptionally high in only one area will have their work reevaluated by an art instructor in the district and may be admitted to the program. All of the students listed on the Identified Students Sheet will receive the Introduction to Art packet and then will choose the area they are most interested in for the remainder of the program.

Title III-Gifted

ART PRE-TEST EVALUATION

Rater ____________________

Rate Score
5. Exceptional
4. High
3. Average
2. Fair
1. Low

Area: ____________________

	APPROACH			PROCESS			USE OF TOOLS/MEDIA	PRODUCT			TOTAL
	Self Starts	Enthusiastic	Confidence	Experimentive	Actively Engaged	Completes Specific Idea	Unrestricted Use of tools	Maturity Level	Originality	Skills	

ART REEVALUATION CRITERIA

The pretest evaluation for the sixth graders will be based on the following criteria:

Evidence of:
1) shading, detail, 3 dimension, proportion in drawing,
2) good use of color and sophistication of subject matter in painting, and
3) good preparation of clay construction and signs of some detail on the work.

All of the students taking the pretest have participated in the Enrichment Program (in some cases for two years) and it is felt that using the standard pretest evaluation sheet would not be a fair tool since each student has acquired the skills mentioned and it would be difficult to select the ten "top" students because the scores would be nearly identical.

Title III Enrichment	DRAWING				PAINTING		CLAYWORK		PRODUCT				
6th GRADE ART EVALUATION RATE SCORE 5. Exceptional 4. High 3. Average	Shading	Detail	3 D	Proportion	Use of Color	Sophistication of Subject Matter	Good Preparation of Clay	Detail	Maturity Level	Originality	Skills	Total	Possible 55

IDENTIFIED STUDENTS SHEET

Name	Total Score	Individual Drawing Score	Individual Painting Score	Individual Claywork Score

EVALUATION

Students will be evaluated on the following concepts from the Introductory Packet in order to determine proficiency.

Drawing

— different kinds of line
— different media used to make line
— composition
* contour line
* 3 dimensionality

Painting

— primary colors
* — secondary colors
* — intermediate colors
— tone
— mood
— depth
— texture
— harmony

Claywork

* — slab construction
* — scoring
* — smoothing
* — texturing
* — sculpture

Those marked with an * will be evaluated by examination of a pre and post demonstration activity. Students will be asked to show proficiency in skill area before and after instruction. Samples will be kept and rated by a panel of people with expertise in the area of art. (See Pre and Post Sample Rating Sheets 1, 2, and 3.)

Those marked with a — will be evaluated in terms of a student's effective use and understanding of these skills in every day practice as well as evidence of use in art products. A checklist filled out by the instructor will be used to collect this data. (See Evidence of Skill-Rating Sheets 1 and 2.)

Those skills marked with an * and a — will be evaluated by both methods.

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EVIDENCE OF SKILL - RATING SHEET 1
Introductory Art Packet
DRAWING

LINE					MEDIA					COMPOSITION				
Skill	Practiced Evidence of Instruction		Performance Criteria: Product Contains 6 of the Following		Skill	Practiced Evidence of Instruction		Performance Criteria: Product Contains 3 of the Following		Skill	Practiced Evidence of Instruction		Performance Criteria: Product Contains at Least 3 of the Elements of the 5 Below	
	Yes	No	Yes	No		Yes	No	Yes	No		Yes	No	Yes	No
Thick					Pencil					Balance				
Thin					Ink					Line				
Spiral					Charcoal					Shading				
Zig-zag					Crayon					Proportion				
Irregular					Felt Pen					Texture				
Dark to Light														
Parallel														
Wavy														
Other:														

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EVIDENCE OF SKILL - RATING SHEET 2
Introductory Art Packet

PAINTING | **CLAYWORK**

COLOR					QUALITIES					CONSTRUCTION (SLAB OR SCULPTURE)				
Skill	Practice Evidence of Instruction		Performance Criteria: Product Contains 3 of Each Type Below		Skill	Practice Evidence of Instruction		Performance Criteria: Product Contains 3 of the following		Skill	Practice Evidence of Instruction		Performance Criteria: Product Contains All 3 of the Following	
	Yes	No	Yes	No		Yes	No	Yes	No		Yes	No	Yes	No
Primary:					Tone					Scoring				
Red					Mood					Smoothing				
Blue					Depth					Texturing				
Yellow					Texture									
Secondary:					Harmony									
Orange														
Green														
Violet														
Intermediate:														
Yellow Green														
Green Blue														
Blue Violet														
Orange Yell.														
Red Orange														
Red Violet														

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PRE AND POST SAMPLES RATING SHEET 1

Art Introduction Packet

Drawing

Here are two examples of art work done by the same student labeled A and B. After looking at the drawings carefully mark down which drawing you think was made before (pre) instruction in the skill area designated and which was made after (post) instruction. Then below, circle the number that you feel corresponds most closely to the way the student has implemented each sub-skill in his drawings.

Use the rating scale below as a guide.

Accomplished use of skill	5	4	3	2	1	Inadequate use of skill

Activity						Pre	Post
Drawing using contour line A							
Use of detail or pattern	5	4	3	2	1		
Use of texture	5	4	3	2	1		
Drawing using contour line B							
Use of detail or pattern	5	4	3	2	1		
Use of texture	5	4	3	2	1		

Activity						Pre	Post
Drawing using 3 dimensionality A							
Degree of detail in foreground	5	4	3	2	1		
Size variation (foreground, background)	5	4	3	2	1		
Drawing using 3 dimensionality B							
Degree of detail in foreground	5	4	3	2	1		
Size variation (foreground background)	5	4	3	2	1		

PRE AND POST SAMPLES RATING SHEET 2

Art Introduction Packet

Painting

Here are two examples of art work done by the same student labeled X and Y. After looking at the paintings mark down which one you think was made before (pre) instruction in the skill area designated and which was made after (post) instruction. Then below, circle the number that you feel corresponds most closely to the way the student has implemented each sub-skill in his paintings.

Use the rating scale below as a guide.

Accomplished use of skill 5 4 3 2 1 Inadequate use of skill

Activity						Pre	Post
Painting using color X							
Use of at least two secondary colors (orange, green, violet)	5	4	3	2	1		
Use of at least three intermediate colors (yellow green, green blue, blue violet, red orange, red violet, orange yellow)	5	4	3	2	1		
Painting using color Y							
Use of at least two secondary colors (orange, green, violet)	5	4	3	2	1		
Use of at least three intermediate colors (yellow green, green blue, blue violet, red orange, red violet, orange yellow)	5	4	3	2	1		

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PRE AND POST SAMPLES RATING SHEET 3

Art Introduction Packet

Claywork

Here are two examples of art work done by the same student labeled M and N. After looking at the claywork mark down which one you think was made before (pre) instruction in the skill area designated and which was made after (post) instruction. Then below, circle the number that you feel corresponds most closely to the way the student has implemented each sub-skill in his claywork.

Use the rating scale below as a guide.

Accomplished use of skill 5 4 3 2 1 Inadequate use of skill

Activity		Pre	Post
Claywork M			
Scoring	5 4 3 2 1		
Smoothing	5 4 3 2 1		
Texturing	5 4 3 2 1		
Claywork N			
Scoring	5 4 3 2 1		
Smoothing	5 4 3 2 1		
Texturing	5 4 3 2 1		

DRAWING

Name______________________________

ACTIVITY NO. 1A

I. Task Selection

A. Subject area: Line drawing
B. Time limit: Two hours

II. Objectives

	Teacher Instructions
A. The student identifies five different materials needed to make at least five different kinds of line by using all of the materials set up by the teacher.	Discuss with the students the materials set out on the table. Encourage them to try different things (ink on finger, blowing ink, running hand across the charcoal).
B. The student uses five different kinds of lines as a tool of visual expression in his own drawing.	Student begins drawing while teacher observes. See Student Sheet, Step 1.
C. The student uses the materials in at least five different ways to set a mood (a state of mind: sad, angry, happy, scared, dizzy).	Have students draw five moods. (Heavy lines indicate mad, angry. Light lines indicate happy. Wavy line shows fear. Lines slanting down show sadness.)
D. The student uses the different kinds of lines to create a realistic drawing (a landscape, still life, or figure).	
E. The student matches the material and the line put on his paper and shares this with the rest of the class.	Teacher observation. See Student Sheet, Step 3.

DRAWING (continued)

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

- √+ above average
- √ average
- √- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III
Art
Student Copy

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DRAWING

Name________________________________

ACTIVITY NO. 1A

I. Task Selection

A. Subject area: Line drawing
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student identifies five different materials needed to make at least five different kinds of lines.		
B. The student uses five different kinds of lines as a tool of visual expression in his own drawing.		
C. The student uses the materials in at least five different ways to set a mood (a state of mind; sad, mad, happy, scared, dizzy).		
D. The student uses the different kinds of line to create a realistic drawing (a landscape, still life or figure).		
E. The student matches the materials and the line put on his paper and shares this orally with the rest of the class.		

III. Procedures

Step 1 -- Pick up the following materials:

- Pencil
- Charcoal
- Crayons
- Pen and ink
- Brush (also for ink)
- Felt pens
- Colored chalk
- Manila paper

Step 2 -- Experiment with different kinds of lines.
On one piece of paper, see how many kinds of lines you can make with the materials available.

Step 3 -- On a second sheet of paper, use different types of lines to make a realistic drawing such as a landscape, still life or figure.

Step 4 -- On the last sheet of paper, draw the lines to express a mood (being sad, happy, scared, mad and dizzy).

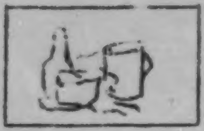
DRAWING

Name ______________________

ACTIVITY NO. 1b

I. Task Selection

A. Subject area: Still life drawing using "contour" line
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of "contour" the student draws a prepared still life without looking at the paper.	Define "contour" as follows: Contour: the concentration of drawing the edges or outer lines of an object. Set up a still life for the students to draw. (suggestion: arrange a coffee pot, jars, flowers, bowl of fruit.) EX: 
B. Given the definition of "composition" the student makes a drawing of the same still life arranged by the teacher, using good composition. The student chooses two of the six media below to make this drawing (charcoal, pen and ink, pencil, crayon, colored chalk, or felt pen)	Define "composition as follows: Composition: a drawing, painting or sculpture which contains many elements of art and is balanced. (Some elements of art are line, shading, proportion, and texture) Teacher observes: see Student Copy, step 3
C. The student gives the definition of "contour" and composition to another person and points it out in his own painting.	Teacher gives student choice of teaching another student, an adult or a classroom of students.

DRAWING (continued)

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

√+ above average
√ average
√- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III·
Art
Student Copy

5/74

DRAWING

ACTIVITY NO. 1B

Name ______________________

I. Task Selection
   A. Subject area: Still life drawing using "contour" line
   B. Time limit: Two hours

II. Objectives

	Completion	Date
A. Given the definition of "contour", the student draws a prepared still life without looking at his paper.		
B. Given the definition of "composition, the student makes a drawing of the same still life set up by the teacher, using good composition. The student chooses two of the six media below to make this drawing. (charcoal, pencil, pen and ink, crayon, colored chalk, felt pen)		
C. The student gives the definition of "contour" and "composition" to another person and shows it in his own drawing		

III. Procedures

Step 1 -- Pick up the following materials:
2 pieces of manila paper
pencil
(any two of the items listed below)
charcoal, pen and ink, felt pen, colored chalk, crayon

Step 2 -- The definition of "contour" is the concentration of drawing the edges or outer lines of an object. On one piece of paper, make a contour drawing of the still life that has been set up by the teacher. Look only at the still life and not at your paper.

Step 3 -- The definition of "composition" is a drawing, painting or piece of sculpture which contains many elements of art and is balanced. (some elements of art are line, shading, pattern, proportion, texture). On another piece of paper, draw the still life again. You may look at your paper. Concentrate on the lines of the still life and use good composition.

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Art
Teacher Copy

5-74

DRAWING

Name________________________

ACTIVITY NO. 1C

I. Task Selection

A. Subject area: Three dimensional line
B. Time limit: Two hours

II. Objectives

Objectives	Teacher Instructions
A. The student practices line drawing using at least three out of the five types of lines presented in Lesson 1A.	Discuss some of the lines the students did in 1A. (Use 1A Teacher Copy as your guide.)
B. Given the definition of three dimentionality, the student picks out four objects containing three dimensional qualities in drawings by other artists.	3D: An object that gives the illusion of depth or varying distances. Show students drawings by one of these line artists: Picasso Matisse Van Gogh Books by these artists are available at public library.
C. In a drawing of his own, the student constructs at least three objects containing three dimensional qualities.	Teacher observation. See Student Copy, Step 4.
D. The student teaches another person the meaning of three dimensionality and gives examples of two objects that contain 3D qualities.	Teacher gives student choice of teaching another student, an adult or a classroom of students.

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as student complete them.

The following rate scale is used:

√+ above average
√ average
√- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-
Art
Student Copy

5-74

DRAWING

Name________________________________

ACTIVITY NO. 1C

I. Task Selection

A. Subject area: Three dimensional line
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student practices line drawing using at least three out of the five types of lines presented in Lesson 1A.		
B. Given the definition of three dimentionality, the student picks out four objects containing three dimensional qualities in drawings by other artists.		
C. In a drawing of his own, the student constructs at least three objects containing three dimensional qualities.		
D. The student teaches another the meaning of 3D and gives examples of two objects that contain those qualities.		

III. Procedure:

Step 1 -- Pick up the following materials:

pencils
crayons
pen and ink
charcoal
chalk
felt pens
manila paper
black construction paper

Step 2 -- Experiment with types of lines that may have three dimensional qualities such as: a bent wire, railroad tracks, telephone wires or branches.

DRAWING (continued)

III. Procedure (cont.)

Step 3 -- Can you think of anything else that might have three dimensional qualities? On another sheet of paper, experiment using your own ideas.

Step 4 -- Now that you have had time to experiment with three dimensional objects, complete a drawing using three dimensional line as well as other types of lines practiced in previous drawing lessons.

PAINTING

Name____________________

ACTIVITY NO. 2A

I. Task Selection

A. Subject area--Experimenting With Color
B. Time limit--two hours

II. Objectives

Objectives	Teacher Instructions
A. The student identifies the three primary colors in his own painting.	Discuss with student the definition of primary colors. PRIMARY COLORS: red, blue and yellow, (the colors from which all other colors are made).
B. The student mixes at least two secondary colors and at least one intermediate color, using the primary colors in his own painting.	Discuss with the student the definition of secondary colors and intermediate colors. SECONDARY COLORS: green, orange, violet, (result of mixing two primary colors equally). INTERMEDIATE COLORS: yellow-green, green-blue, blue-violet, red-violet, red-orange, orange-yellow (the result of mixing a primary and a secondary color).
C. The student identifies tone, mood, depth, texture and harmony in paintings by other artists.	Discuss with student the definition of: TONE--showing style, feeling and shade. MOOD--a state of mind--sad, happy, etc. DEPTH--giving a feeling of distance. TEXTURE--the look and feel of a painting. HARMONY--pleasing arrangement. Have student pick out the above elements in paintings by Van Gogh and in other paintings by their peer group.
D. The student creates a painting using primary, secondary, and intermediate colors.	Student begins painting as teacher observes. See Student Sheet, Step 5.
E. The student uses color in his onw own painting to achieve at least two out of five of the following elements: tone, mood, depth, texture, harmony.	Teacher observation. See Student Sheet, Step 5

ACTIVITY 2A (continued)

II. Objectives (continued)

	Teacher Instructions
F. The student uses the tool--a brush in at least three different ways (thick line, thin line and dry brush) in his own painting.	Teacher demonstrates different techniques (think line using tip of brush, thick line using side of brush, dry brush using little or no water).
G. The student identifies, by definition, the meaning of the terms: primary, secondary and intermediate colors in his own painting.	Teacher asks student to identify primary colors, secondary colors and intermediate colors in his own painting.
H. The student teaches another the meaning of primary, secondary, and intermediate colors.	The teacher gives student the choice of teaching another student, an adult, or a classroom of students.

III. Evaluation

Teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rating scale is used:

√+ above average
√ average
√- incomplete

Date of -completion is then recorded and student copy is filed in student folder.

Title III --
Art
Student Copy

5-74

PAINTING

Name________________________________

ACTIVITY NO. 2A

I. Task Selection

A. Subject area--Experimenting With Color
B. Time limit--two hours

II. Objectives

Objectives	Completion	Date
A. The student identifies the three primary colors in his own painting.		
B. The student mixes at least two secondary colors and at least one intermediate color using the primary colors in his own painting.		
C. The student identifies tone, mood, depth, texture and harmony in paintings by other artists.		
D. The student creates a painting using primary, secondary, and intermediate colors.		
E. The student uses color in his own painting to achieve at least two out of five of the following elements: tone, modd, depth, texture, harmony.		
F. The student uses the tool--a brush in at least three different ways (thick line, thin line, and dry brush) in khis own painting.		
G. The student identifies, by definition, the meaning of the terms: primary, secondary and intermediate colors in his own painting.		
H. The student teaches another the meaning of primary, secondary and intermediate colors.		

III. Procedures:

Step 1 -- Pick up the following materials:

1 water color box
1 brush
1 container of water
2 pieces of plain paper
1 piece of divided paper

Primary Colors	Secondary Colors	Intermediate Colors

III. Procedures (cont.)

Step 2 On one piece of paper, paint with all colors, trying to get as many different brush stroke variations as possible.

Step 3 The primary colors are red, blue and yellow. From these, all other colors are made. Use the divided sheet of paper. Mix the three primary colors in combinations of two to see how many colors you can make. These are called secondary colors.

Step 4 Now, on the same sheet of paper, mix your primary colors with your secondary colors and see what new colors you get. How many can you make? They are called intermediate colors.

Step 5 On another sheet of paper, create a painting using primary, secondary and intermediate colors. Include at least two out of five elements below:

- Tone
- Mood
- Depth
- Texture
- Harmony

PAINTING

Name______________________

ACTIVITY NO. 2B

I. Task Selection

A. Subject area: Still life painting
B. Time limit: Two hours

II. Objectives

	Teacher Instructions
A. The student uses primary, secondary and intermediate colors in his own painting.	Give definition of primary, secondary and intermediate from Lesson No. 2A. Teacher observes while students sketch and paint. See Student Copy, Steps 2 and 3.
B. The student identifies primary, secondary and intermediate colors in his own painting.	As student completes painting, student shows teacher primary, secondary and intermediate color in the painting.
C. The student balances color in his own painting.	Define balance. BALANCE: (can be) 1. Similar objects placed equal distances from the center of the composition, so weight is equal on both sides. 2. The organization of unlike objects.
D. The student balances subject matter in his own painting.	Same rule for balance follows. Teacher observes as students paint. See Student Copy, Step 4.
E. The student teaches another person the meaning of balance of color and subject matter in a painting	Teacher gives student choice of teaching another student, an adult or a teacher.

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

√+ above average
√ average
√- incomplete

Date of completion is then recorded and student cooy is filed in student's folder.

Title III
Art
Student Copy

5-74

PAINTING

Name______________________________

ACTIVITY NO. 2B

I. Task Selection

A. Subject area: Still life painting
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. The student uses primary, secondary and intermediate colors in his own painting.		
B. The student identifies primary, secondary, and intermediate colors in his own painting.		
C. The student balances color in his own painting.		
D. The student balances subject matter in his own painting.		
E. The student teaches another the meaning of balance of color and subject matter in a painting.		

III. Procedures:

Step 1 -- Pick up the following materials:
1 watercolor box
1 brush
1 container of water
1 piece of paper

Step 2 -- Sketch a still life on the white paper, applying skills you have learned in previous lessons. (Please take the 1A lesson plan from your foler and read it, so you will know what lines to use.)

Step 3 -- Paint the still life in any color combination you wish. Use the primary colors, the secondary and intermediate colors.

Step 4 -- Paint another color composition as you wish on another piece of paper. Balance color as you balance subject matter in previous lessons.

Title III
Art
Teacher Copy

PAINTING

Name ____________________

ACTIVITY NO. 2C

I. Task Selection

A. Subject area: Painting a poster using Tempera
B. Time limit: Four hours (two sessions)

II. Objectives	Teacher Instructions
A. The student makes a pencil sketch on a large piece of poster board (approx. 30" x 24") using three out of five types of lines listed below. (vertical, horizontal, repeated, contour, or 3 dimensional.	Teacher has the student look at sample travel posters from brochures found in Special Services office. Pass them out to the students. After a 20 min. discussion of posters, collect them. Have students choose an idea for a poster he creates himself. No extra instruction should be necessary. See Student Copy, step 2.
B. Using the three primary colors, (red, yellow and blue) the student mixes all of the secondary colors and paints the poster he has sketched.	Have primary colors in cups so students can pick them up.
C. (Optional) The student paints another poster using only black tempera on white poster board.	Teacher observes. See Student Copy, step 4.

III. Evaluation:

Teacher reviews the objectives with student on Student Copy. The objectives are checked off as student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III
Art
Student Copy

5/74

PAINTING

Name ______________________

ACTIVITY NO. 2C

I. Task Selection

A. Subject area: Painting a poster using tempera
B. Time limit: 4 hours (two sessions)

II. Objectives	Completion	Date
A. The student makes a pencil sketch on a large piece of poster board (approx 30" x 24") using three out of five following types of lines. (Vertical, horizontal repeated contour or 3 dimensional.)		
B. Using the three primary colors, (red, blue and yellow), the student mixes all secondary colors (green, orange and purple) and paints the poster he has sketched.		
C. (Optional) The student paints another poster and uses only black paint on white poster board.		

III. Procedure:

Step 1 -- Pick up the following materials:

1 - piece of poster board
1 - drawing pencil
1 - ruler

Step 2 -- After looking at the travel brochures handed out by the teacher, make a sketch on the poster board for a travel poster of your own. Your poster may be about one of the following themes or one of your own. (Travel, sports, safety)

Step 3 -- Once you have made the sketch, return to the material table and pick up the primary colors that have been put into containers by the teacher, one small and one large brush and paint the poster.

III. Procedure: (cont.)

Step 3 (cont.)--You have been given only the primary colors and will have to mix all of the secondary colors that were discussed in a previous painting lesson. See Student Copy 3A.

Step 4 -- If you finish the poster earlier than the rest of the class, you are to make another poster using only black paint on white poster board. You may now pick these materials up and begin working.

Step 5 -- Follow the regular clean-up procedures.

Title III-Gifted
Art
Teacher Copy

5/74

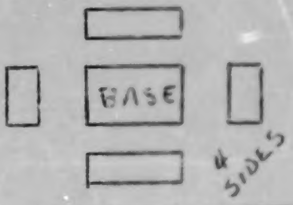
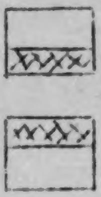
CLAY WORK

ACTIVITY NO. 3A

Name ____________________

I. Task Selection

A. Subject area: Making a slab pot
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of 'slab" construction, the student designs, on paper, a slab pot.	Giveethe students the definition of the 'slab' method of construction. SLAB - Clay that has been rolled, cut and connected to form an object. A base and four separate sides are made any size or shape. 
B. Given the definition of "scoring' and it's importance, the student "scores" all connecting edges of clay - after it has been rolled out to ¼" thickness.	Give the students the definition of "scoring'. SCORING - The process of roughing the connecting edges of clay, using a knife. The object being made, will not adhere unless this "scoring is done. Have students score all edges of the base of their pot and the four sides. 
C. The student constructs a slab pot.	Teacher instructs students to connect all sides to the base and to smooth all joints and remove air pockets. So Smooth joints by smoothing corners firmly with fingers until no weak spots or holes are showing. If this in not

II. Objectives	Teacher Instructions
C. (continued)	done the object will explode when it is being fired. Teacher observes students. See student sheet, Steps 4 and 5.
D. The student uses three out of five objects, set out to add texture to the slab pot.	Teacher observation. See student sheet, Step 6. Be sure to have plenty of tools available for students to use in decoration of their pots.

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-Gifted
Art
Student Copy

5/74

CLAY WORK

Name ______________________

ACTIVITY NO. 3A

I. Task Selection

A. Subject area: Making a slab pot
B. Time limit: Two hours

II. Objectives	Completion	Date
A. Given the definition of "slab" construction, the student designs, on paper, a slab pot.		
B. Given the definition of "scoring" and it's importance, the student scores all connecting edges of clay pot, after it is rolled out to ¼" thickness.		
C. The student constructs a slab pot, smoothing all edges to remove air pockets		
D. The student uses 3 out of 5 objects to add texture to the slab pot. Student chooses from stick, paper clips, comb, pencil tip or fingernail.		

III. Procedure:

Step 1 -- Pick up the following materials:

oil cloth
clay
popsicle sticks or equivalent
bottle (for rolling clay)
knife
container of water

Step 2 -- Roll clay with bottle on oil cloth, until it is ¼" thick.

Step 3 -- Using the knife, cut a base (bottom) of what you are making. It can be round, square, or rectangular, it is us to you.

III. Procedure (cont.)

Step 4 -- Cut out sides of your container and "score" every connecting part.

Step 5 -- Connect scored parts to base.

Step 6 -- Decorate object using sticks, paper clips, comb, pencil tip, fingernail, or other materials available.

Step 7 -- Leave pottery on oil cloth until picked up by teacher.

Step 8 -- Follow clean-up procedure.

Title III -GF
Art
Teacher Copy

5/74

CLAY WORK

Name ____________________

ACTIVITY NO. 3B

I. Task Selection

A. Subject area: Making a clay sculpture
B. Time limit: Two sessions

II. Objectives

	Teacher Instructions
A. Given the definition of scoring the student constructs a clay sculpture scoring all connecting parts.	Give definition of scoring from Activity No. 3A
B. The student adds detail to the sculpture by using at least three out of the following items. (paper clips, comb, finger nail, ruler or coin.)	Tell students the sculpture must be hollow. Remove as much clay as you can from the bottom using a spoon handle or stick.
C. After the sculpture has been bisque fired, the student glazes the sculpture.	Bisque firing is the first firing. Arrange to have this done at High School or Jr. High. After the sculpture has been bisque fired and glazed, arrange again to have sculpture fired at the High School or Jr. High.

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-Gf
Art
Student Copy

5/74

CLAY WORK

Name ______________________

ACTIVITY NO. 3B

I. Task Selection

A. Subject area: Making a clay sculpture
B. Time limit: Two sessions

II. Objectives	Completion	Date
A. Given the definition of scoring (from Activity 3A) the student constructs a clay sculpture scoring all connecting parts.		
B. The student adds detail to the sculpture by using at least three of the following items. (paper clips, comb, finger-nail, ruler or coin).		
C. After the sculpture has been bisque fired, the student glazes the sculpture		

III. Procedure:

Step 1 -- Pick up the following materials:

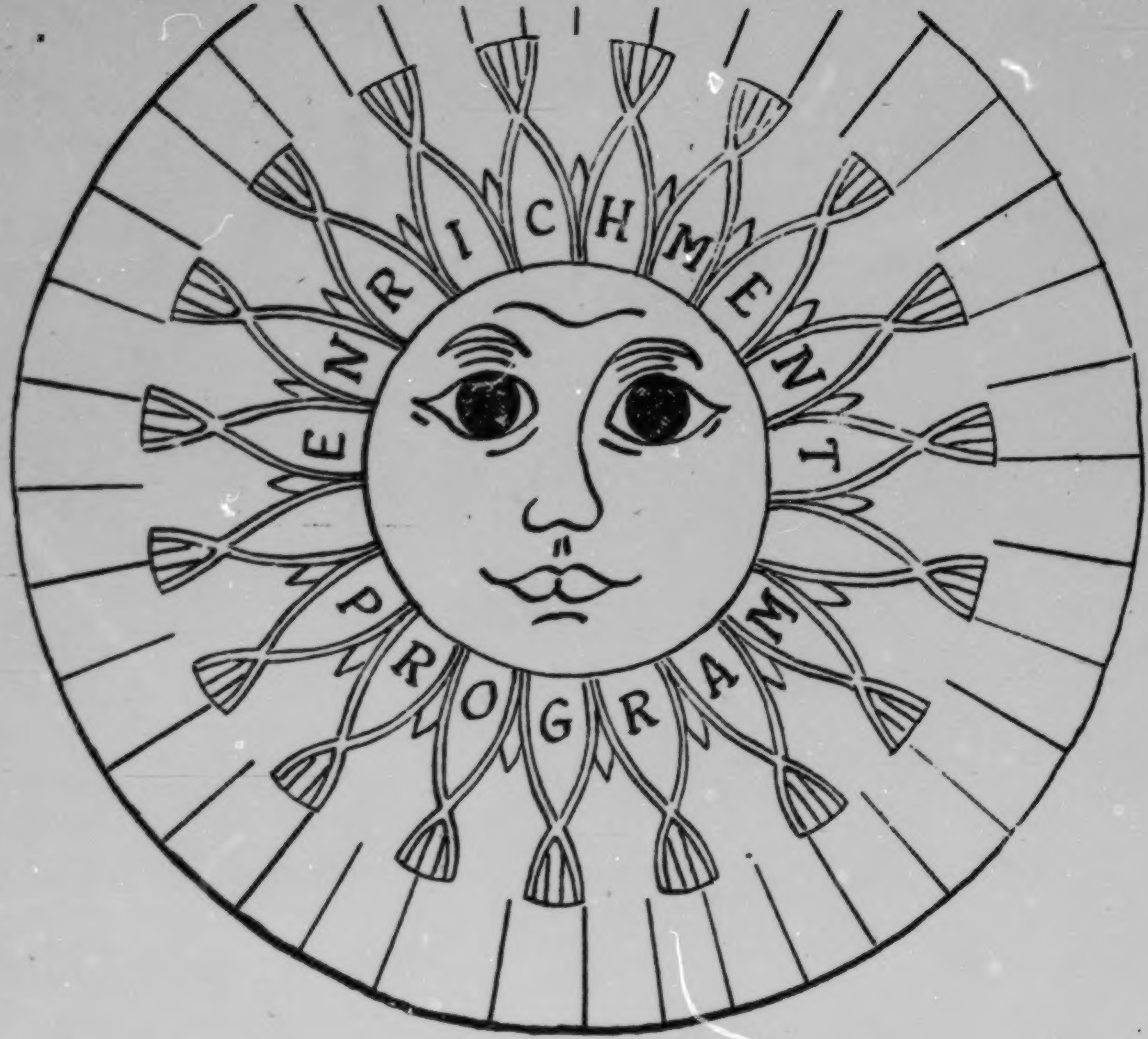
1½ pound block of clay
clay mat
wire (for cutting clay)
knife

Step 2 -- Remembering to score each connecting part of your sculpture create a sculpture of your own choice.

Step 3 -- After the sculpture is formed add detail by using at least three items you find on the material table. You may use your finger nail.

Step 4 -- After the teacher has the sculpture bisque fired (fired for the first time) glaze the sculpture. You may now go to the material table and get the color of glaze you would like to use and a brush. Wash brush out with water immediately after completing the task. DO NOT GLAZE BOTTOM OF SCULPTURE!!!

Step 5 -- Follow usual clean-up procedure.


ENRICHMENT
PROGRAM

ART
Drawing

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Developed by
Nancy Petersen

Under ESEA Title III
North Kitsap School District #400
150 High School Road South
Poulsbo, WA 98370

PURPOSE OF THE DRAWING PACKETS

The drawing packet is designed to help the students gain experience, knowledge and skills in many elements of drawing (line, three dimensionality, composition, balance and pattern) and to gain experience, knowledge and skills in the handling of different media (pen and ink, pencil, felt pen, charcoal, crayons, colored chalk).

An evaluation of the student's progress is done on each activity. Having completed the activities in the drawing packet, the student will be able to make ten drawings showing the knowledge and skills he or she has acquired.

Title III
Art
Teacher Copy

5/74

DRAWING

Name ______________________________

ACTIVITY NO. 1D

I. Task Selection

A. Subject Area: Balance in Drawing
B. Time limit: Two hours

II. Objectives

A. Given the definition of balance in a drawing the student picks one balanced drawing out of a set of four.	Discuss definition of balance as follows: BALANCE: (can be) Similar objects placed equal distances from the center of the composition, so weight is equal on both sides. See set of four drawings attached to this lesson. Drawing #4 is balanced because the tiny steamer in the distance pulls the entire drawing together. Note: The wake of the sailing yacht leads the eye into the drawing and adds depth.
B. The student achieves balance by placing colored shapes on paper.	Teacher Observation See Student Copy - step 3 When step 3 is completed, discuss composition with student. Did he achieve balance according to the definition above? If not, have him try again.
C. The student creates a well balanced drawing.	See Student Copy - step 4 Teacher Observation
D. The student shows another person how to find balance in a drawing.	Student has choice of showing another student, an adult or a classroom.

DRAWING (continued)

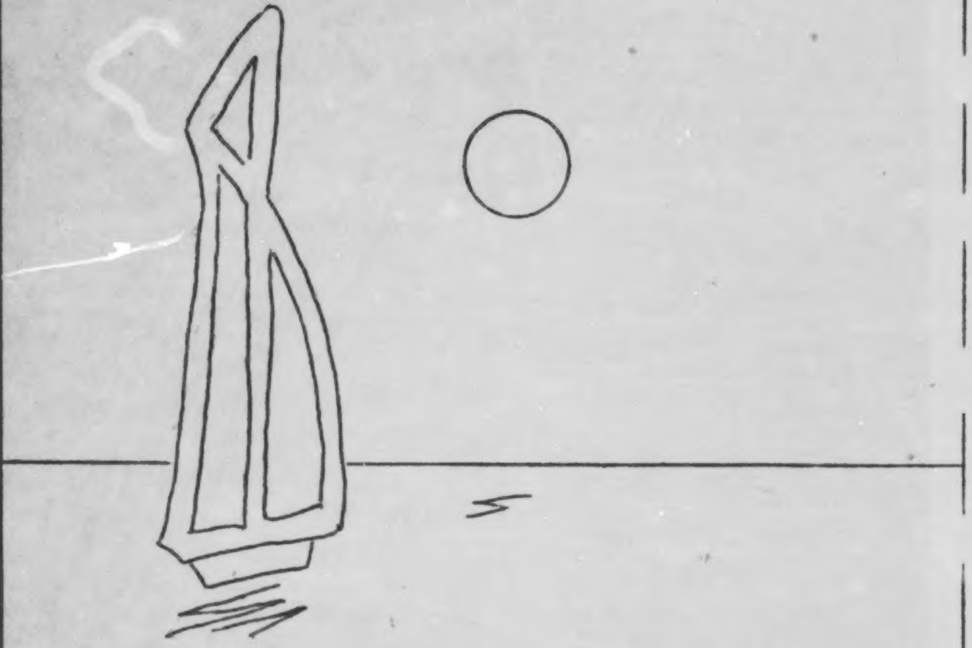
III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

- √+ above average
- √ average
- √- incomplete

Date of completion is then recorded and student copy is filed in student folder.



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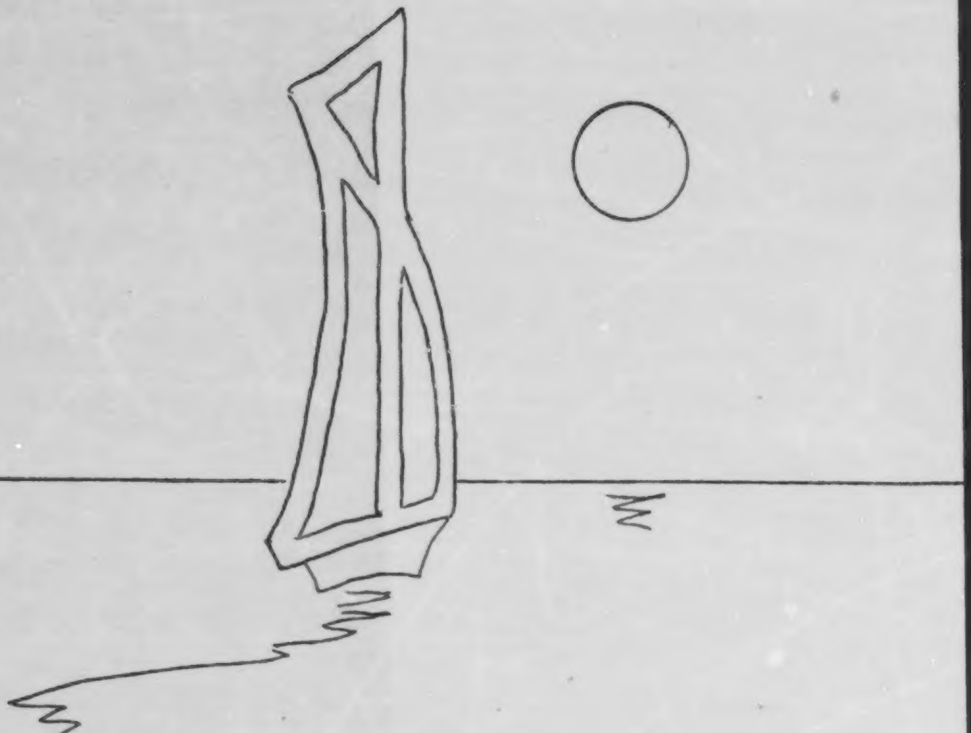
#1



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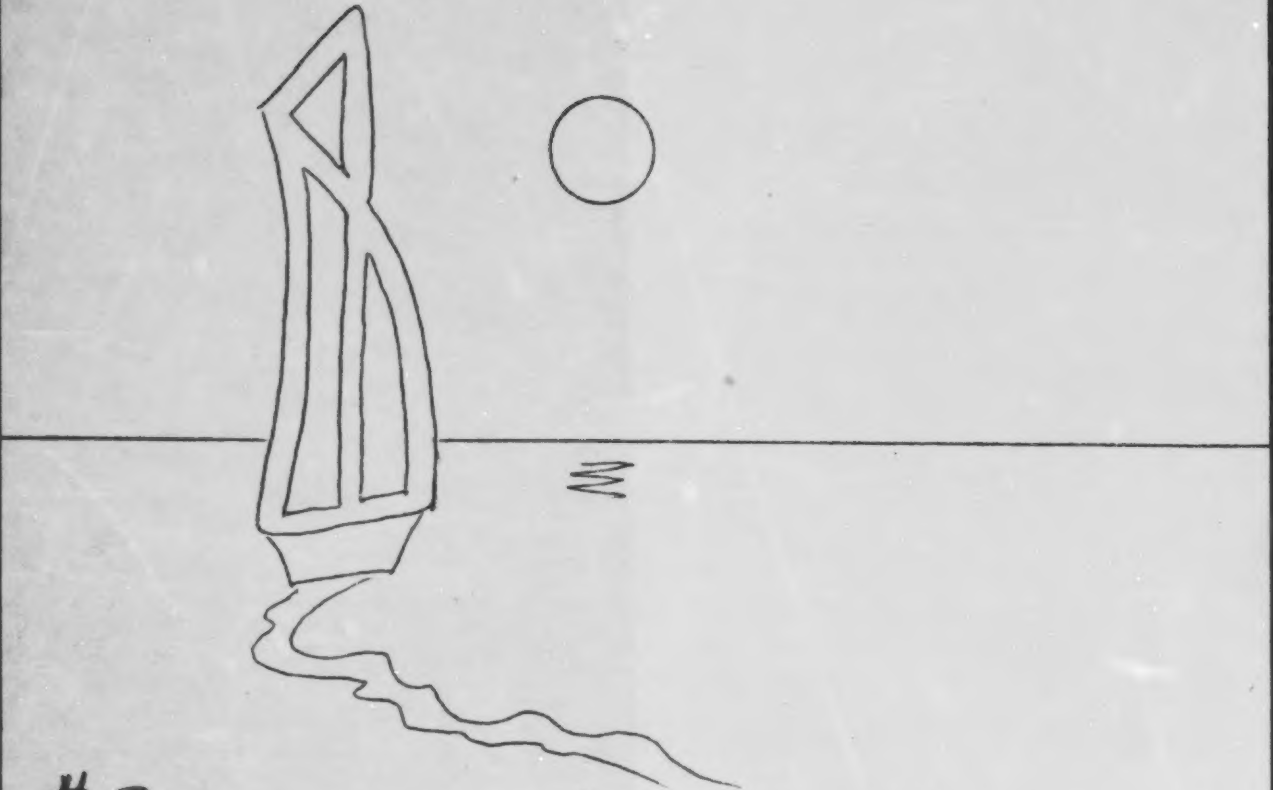

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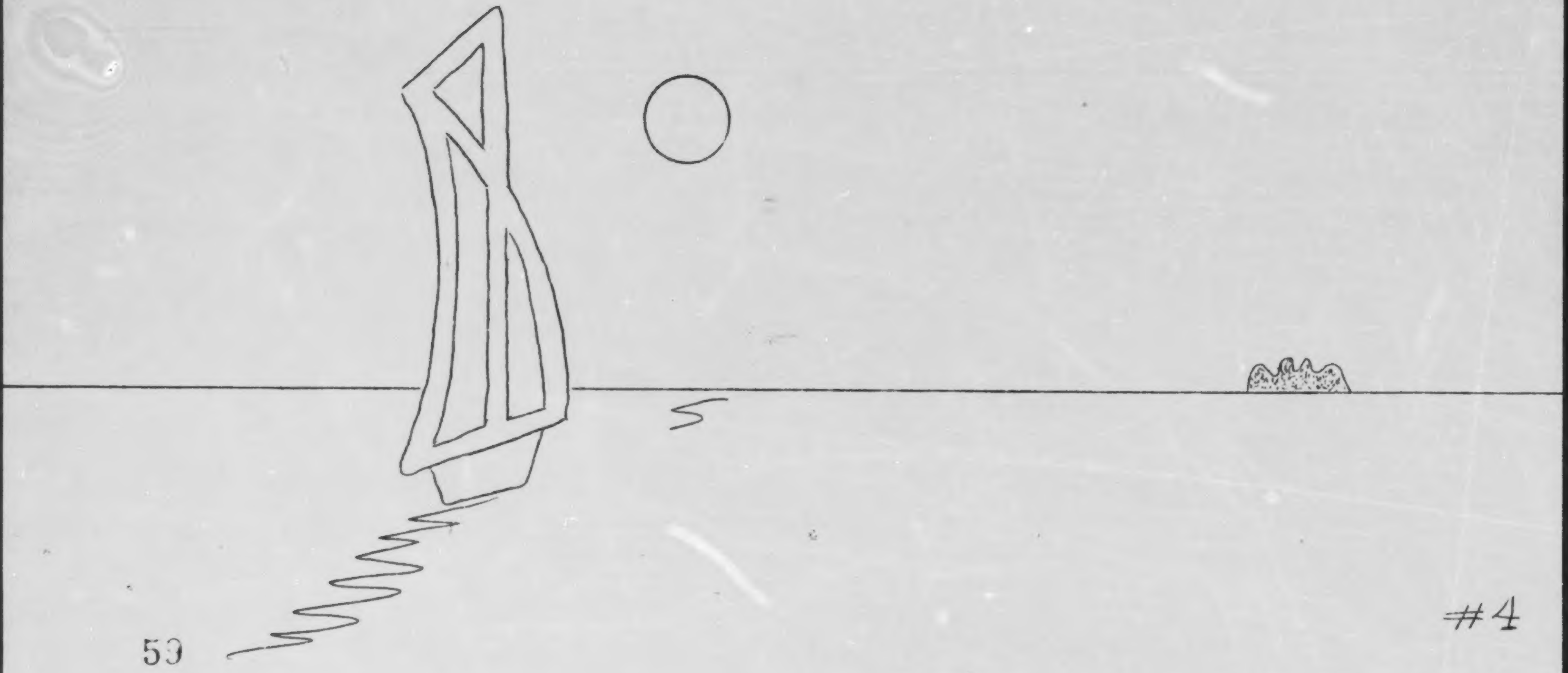

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Title III
Art
Student Copy

5-74

DRAWING

Name____________________

ACTIVITY NO. 1D

I. Task Selection

A. Subject area: Balance in Drawing
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student picks one balanced drawing out of a set of four.		
B. The student achieves balance using shapes of colored paper. (Four to eight shapes; actual amount is optional.)		
C. The student creates a balanced drawing in pencil or charcoal.		
D. The student shows another person how to find balance in a drawing.		

III. Procedures

Step One: Pick up the following materials:
1 drawing pencil
charcoal
4 to 8 shapes of colored paper
manila paper

Step Two: The teacher will show the students four drawings (basically alike) Only one will be well balanced. Which one is well balanced and why?

Step Three: Using the colored shapes, try to achieve balance by placing the shapes on a piece of manila paper. Leave it at your desk and go on to Step Four. Teacher will discuss it with you.

Step Four: On another sheet of paper, create a well balanced drawing in either pencil or charcoal.

III. Procedure (cont.)

Step 3 -- Can you think of anything else that might have three dimensional qualities? On another sheet of paper, experiment using your own ideas.

Step 4 -- Now that you have had time to experiment with three dimensional objects, complete a drawing using three dimensional line as well as other types of lines practiced in previous drawing lessons.

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Art
Teacher Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 1E

1. Task Selection

   A. Subject area: Line drawing (outdoor experience)
   B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of contour and 3 dimensional line, the student draws an outdoor scene chosen by the teacher using contour line and 3 dimensional line.	Gives students definition of contour from Activity 1B and 3 dimensional line from Activity 1C. Choose an outdoor scene close to school. (Marina, school yard, etc.
B. Upon completion of objective A the student draas two smaller objects that he sees outdoors. These sketches will show mood and texture.	Give students definition of mood and texture from Activity 2A. Teacher Observation: see student sheet, Step 3.

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as student completes them.

The following rate scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-Gifted
Art
Student Copy

5/74

DRAWING

Name ____________________

ACTIVITY NO. 1E

I. Task Selection

A. Subject area: line drawing, outdoors
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of contour and 3 dimensional line (from Activities 1B and 1C) the student draws an outdoor scene chosen by the teacher using contour line and 3 dimensional line.		
B. Upon completion of Objective A, the student draws two smaller objects that he sees outdoors. These sketches will show mood and texture (as taken from Activity 2A)		

III. Procedure:

Step 1 -- Pick up the following materials:

manila paper
pencil

felt pen
or
charcoal

Step 2 -- Make a contour drawing showing 3 dimension of one or more objects you see outdoors.

Step 3 -- On another piece of paper, make smaller sketches of tow more objects you see outdoors.

Title III-GF
Art
Teacher Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 1F

I. Task Selection

A. Subject area: Drawing a human figure
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Using a live model (the teacher or another student) the student makes a contour drawing in pencil of the model in two positions. (standing and sitting)	Give definition of CONTOUR drawing taken from Activity 1B
B. On a second piece of paper, the student makes a detailed line drawing of the model (the teacher or another student)and includes all facial features, (eyes, nose, mouth) and extremities (arms, hands, legs and feet).	Teacher Observation. See Student sheet, step 3
C. On a third piece of paper, the student makes another line drawing of the teacher or another student, and includes all detail such as the pattern on the clothes, glasses, jewelry, buttons.	Teacher observation. See Student Sheet step 4

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III
Art
Student Copy

DRAWING

Name ____________________

ACTIVITY NO. 1F

I. Task Selection

A. Subject area: Drawing the human figure
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Using a live model, (the teacher or another student), the student makes a contour drawing in pencil of the model in two positions(standing and sitting).		
B. On a second piece of paper, the student makes a detailed line drawing of the model (the teacher or the student) and includes all facial features (eyes, nose, mouth) as well as the extremities (arms, hands legs and feet).		
C. On a third piece of paper, the student makes another line drawing of the teacher or another student and includes all detail such as the pattern of clothes, glasses, jewelry, buttons, etc.		

III. Procedure:

Step 1 -- Pick up the following materials:

Three pieces of drawing paper
One drawing pencil

Step 2 -- On the first piece of paper, make a contour drawing of the teacher or another student standing. When this is complete, and the rest of the class is finished, make a contour drawing of the teacher, or another student sitting.

III. Procedure: (cont.)

Step 3 -- On another piece of paper, make a detailed line drawing of the teacher or another student, including all facial features,(eyes, nose, mouth) as well as legs, feet, arms and hands.

Step 4 -- On the third piece of paper, make another detailed line drawing and include such detail as pattern on the clothes, buttons, jewelry, etc.

Title III-GF
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 1G

I. Task Selection

A. Subject area: Drawing hands and faces
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student makes a drawing (with pencil) of faces in three different expressions. (smiling, crying and frightened.)	Teacher observes. See Student Sheet, step 2.
B. The student draws the face of another student in the class, and includes all facial features (eyes nose and mouth).	Teacher observes. See Student Sheet, step 3.
C. The student makes detailed line drawings of open hands, clenched hands and folded hands.	Teacher observes. See Student Sheet, step 4.

III. Evaluation:

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes. them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III
Art
Student Copy

5/74

DRAWING

ACTIVITY NO. 1G

Name ____________________

I. Task Selection

A. Subject area: Drawing faces and hands
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student makes a drawing, with pencil, of faces in three different expressions. (smiling, crying and frightened.)		
B. The student draws the face of another student in the class, and includes all facial features (eyes, nose and mouth).		
C. The student makes detailed line drawings of open, clenched and folded hands.		

III. Prodecures:

Step 1 -- Pick up the following materials:
Two pieces of drawing paper
One drawing pencil

Step 2 -- On the first piece of paper, draw faces in three different expressions, (smiling, crying and frightened).

Step 3 -- When you have completed those three sketches, draw the face of someone else in the class. Include all facial features (eyes, nose and mouth)

Step 4 -- On another piece of paper draw hands in three different positions; open, clenched and folded.

Title III-GF
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 1H

I. Task Selection

A. Subject area: Shading (indoors)
B. Time limit: Two hours

II. Objectives

Objectives	Teacher Instructions
A. The student sketches one still life setting arranged by the teacher.	Arrange five or six objects on a table. Place some objects in front of the others, but avoid crowding.
B. The student sketched the same still life, shading each object when light is shining on the left side of the still life. The student uses pencil for all sketching and charcoal for all shading.	Darken the room as much as possible (pull shades turn off lights). Place a lamp (with no shade) on the left side of the still life. Tell the students not to draw the lamp. NOTE: The shading will always be on the opposite side of the light.
C. The student sketches the still life again and shades each object when light is shining on the right side of the still life. The student sketches the still life in pencil and shades each object with charcoal.	Move the lamp from the left side to the right side of the still life. Keep the room dark.

III. Evaluation:

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and the student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 1H

I. Task Selection

A. Subject area: Shading (indoors)
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student sketches one still life setting arranged by the teacher.		
B. The student sketches the same still life shading each object when light is shining on the left side of the still life. The student uses pencil for all sketching and charcoal for all shading.		
C. The student sketches the still life again and shades each object when light is shining on the right side of the still life. The student sketches the still life in pencil and uses charcoal for all shading.		

III. Procedure:

Step 1 -- Pick up the following materials:
Three pieces of drawing paper
One drawing pencil
One piece of charcoal

Step 2 -- On the first piece of paper, draw the still life that has been arranged by the teacher.

Step 3 -- On the second piece of paper, draw the still life again. The teacher has placed a light on the left side of the still life. Using the charcoal, shade each object as you see it.

Step 4 -- On the last piece of paper, draw the still life for the third time. The teacher has placed a light on the right side of the still life. Using charcoal shade each object as you see it. Notice how shading has added depth and interest to your drawing.

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Teacher Copy

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DRAWING

ACTIVITY NO. 11

I. Task Selection

A. Subject area: Shading (outdoors)
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student sketches (with pencil) a landscape outdoors.	Find an area close to the school. Have the student find what he would like to sketch. Remind student to sketch in pencil only.
B. The student uses charcoal and shades each object he has sketched.	Teacher observation. See Student Sheet, step 3.

III. Evaluation:

The teacher reviews the objectives with the student on student sheet. The objectives are checked off as student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING Name________________

ACTIVITY NO. 11

1. Task Selection
   - A. Subject Area: Shading (Outdoors)
   - B. Time Limit: Two hours

11. Objectives

Objectives	Completion	Date
A. The student sketches (with pencil) a landscape outdoors.		
B. The student uses charcoal to shade each object he has sketched.		

111. Procedures

Step 1. Pick up the following materials:

manila drawing paper
cardboard or poster board to use as a table
1 drawing pencil
charcoal

Step 2 Upon arrival at the outdoor spot chosen by the teacher, sketch the landscape as you see it. Use only pencil for for your sketch.

Step 3 Once the sketch is completed, use charcoal to shade each object in the sketch. Look at your sketch and the landscape and add the shading where it appears.

Notice how shading adds depth and interest to your drawing.

Title III-GF
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 1J

I. Task Selection

A. Subject area: Shading (living object, human or animal)
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student sketches, in pencil, a living object, human or animal, and includes all arms, legs, hands, feet and all facial features (eyes, nose mouth).	Teacher observes. See Student Sheet, step 2.
B. The student makes two more sketches of the same living object using one piece of paper and pencil only. With the last two sketches, the student shades the objects. 1. Using charcoal, the student shades the sketch on the left as if the light were shining on the right of the object. 2. Using charcoal, the student shades the sketch on the right as if the light were shining on the right.	Have student fold paper in half and make one sketch on each side The shading will always be on the opposite side of the light.

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used.

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

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DRAWING

Name ______________________________

ACTIVITY NO. 1J

I. Task Selection

A. Subject area: Shading (living objects; human or animal)
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student sketches, in pencil, a living object, human or animal, and includes all arms, legs, hands feet and facial features (eyes, nose and mouth).		
B. The student makes two more sketches of the same living object using one piece of paper and pencil only. With the last two sketches, the student shades the objects. 1. Using charcoal, the student shades the sketch on the left as if the light were shining on the right side of the object. 2. Using charcoal, the student shades the sketch on the right as if the light were shining on the right.		

III. Procedure:

Step 1 -- Pick up the following materials:
Drawing paper
Pencil
Charcoal

Step 2 -- On the first piece of paper, sketch a living object, person or animal. Include all facial features and legs, arms, hands and feet.

Step 3 -- On another piece of paper, make two more sketches of the same object you sketched in step one.

Step 4 -- Shade the sketch on left, in charcoal, as if the light were shining on the left. Shade sketch on right, in charcoal, as if the light were shining on the right.

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Teacher Copy

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DRAWING

Name______________

ACTIVITY 1K

1. Task Selection
    A. Subject Area: Drawing review (of previous lessons)
    B. Time Limit: Two hours

II. Objectives

	Teacher Instructions
A. The student demonstrates on one drawing what he has learned thus far about line, contour, 3 dimensionality, composition and shading.	Teacher Observes See Student Sheet, Steps 1, 2, and 3.

III. Evaluation

The teacher reviews the objective with the student on student copy. The objective is checked off if the student completes it. The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

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DRAWING Name________________

ACTIVITY NO. 1K

1. Task Selection
   A. Subject Area: Drawing review (of previous lessons)
   B. Time Limit: Two hours

11. Objectives

	Completion	Date
A. The student demonstrates in one drawing what he has learned thus far about line, contour, 3 dimensionality, composition balance, and shading.		

111. Procedures

Step 1. In your student folder, you will find all of the previous lessons on drawing. Find the definitions of contour, 3 dimensionality, composition, and balance in the Activity No's. below:

1. Contour	Activity No. 1B
2. Composition	Activity No. 1B
3. Dimension	Activity No. 1C
4. Balance	Activity No. 1D

Step 2. Pick up the following materials:

1 piece of drawing paper
drawing pencil
charcoal (for shading only)

Step 3. Now that you have reviewed the previous Activities listed above, make one drawing that includes line, contour, dimension, composition, balance and shading. Use pencil for the sketch, leaving the charcoal for the shading.

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Art
Teacher Copy

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DRAWING

ACTIVITY NO.1L

I. Task Selection

A. Subject area: Crayon rubbings (for texture)
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student makes crayon rubbings of five different indoor objects, showing the texture of each object.	Teacher observes. See Student Sheet, step 2
B. The student makes crayon rubbings of five outdoor objects showing the texture of each object.	Teacher observes. See Student Sheet, step 3.

III. Evaluation:

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and the student copy is filed in student folder.

Title III-GF
Art
Student Copy

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DRAWING

Name ______________________

ACTIVITY NO 1L

I. Task Selection

A. Subject area: Crayon rubbings (for texture)
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. The student makes crayon rubbings of five different indoor objects showing the texture of each object.		
B. The student makes crayon rubbings of five outdoor objects showing the texture of each object.		

III. Procedure:

Step 1 -- Pick up the following materials:
Two pieces of thin drawing paper
One black crayon

Step 2 -- Find five objects in the room that have different texture (feel). Place the paper over each object, one at a time, and rub firmly with your hand and the flat side of the crayon. Rub each object in the same way and use just one piece of paper.

Step 3 -- On another piece of paper, make five rubbings (as in step 2) of outdoor objects near the school.

Some indoor ideas
1. the floor
2. brick wall
3. sandpaper
4. bulletin board
5. desk
6. number on the door

Some outdoor ideas
1. man hole cover
2. wooden deck
3. brick wall
4. tree
5. sidewalk
6. sign

Can you think of anything else?

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Art
Teacher Copy

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DRAWING

ACTIVITY NO. 1M

I. Task Selection

A. Subject Area: Drawing to show texture
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student uses pencil, charcoal or felt pen to show texture in five different objects he draws.	Have the student think of five objects that have texture. Then tell him to draw them. TEXTURE: The look and feel of an object in a painting.
B. The student makes one drawing showing texture in each object he sketches.	The student can draw what he wishes. If he has no ideas, suggest a house and its surroundings. (Have student show texture of roof, siding, chimney, landscape, etc.)

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and the student copy is filed in student folder.

Title III-GF
Art
Student Copy

DRAWING

Name ______________________

ACTIVITY NO. 1M

I. Task Selection

A. Subject area: Drawing to show texture
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. The student uses pencil, charcoal or felt tip pen to show texture in five different objects he draws.		
B. The student makes one drawing showing texture in each object he sketches.		

III. Procedure:

Step 1 -- Pick up the following materials:
Two pieces of drawing paper
Pencil
Charcoal
Felt pen

Step 2 -- On the first piece of paper, use pencil, charcoal or felt pen and draw five different objects showing the texture of each object.

Step 3 -- On the second piece of paper, make a drawing of your choice showing texture in every object in your sketch.

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Teacher Copy

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DRAWING

ACTIVITY NO. 1N

I. Task Selection

A. Subject area: Drawing in proportion
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition or Proportion the student sketches one outdoor scene (room with furniture or still life and table).	PROPORTION: The relationship of one object to another, by size, quanity or degree of emphasis. Tell student he can express proportion in terms of a definite ratio such as: Twice as big Darker than Larger than
B. The student sketches one outdoor scene (landscape or seascape) which shows good proportion. The student uses felt pen pencil, charcoal or crayons for both sketches.	Teacher observes. See Student Sheet, step 3.

III. Evaluation

The teacher reviews the objectives with the student on student sheet. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 1N

I. Task Selection

A. Subject area: Drawing in proportion
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. Given the definition of Proportion, the student sketches one indoor scene (room with furniture or still life and table) which shows good proportion.		
B. The student sketches one outdoor scene (landscape or seascape), which shows good proportion. The student uses felt pen, pencil, charcoal or crayons for both sketches.		

III. Procedures

Step 1 -- Pick up the following materials

Two pieces of drawing paper
Drawing pencil

Step 2 -- The definition of Proportion is: The relationship of one object to another: by size, quantity or degree of emphasis. On the first piece of paper, sketch an indoor scene (see Objective A) using good proportion.

Step 3 -- On the second piece of paper, draw an outdoor scene that shows good proportion.

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Teacher Copy

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DRAWING

ACTIVITY NO. 10

I. Task Selection

A. Subject area: Drawing living objects in proportion
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Using pencil, the student sketches three living objects (people or animals) showing good proportion.	Review definition of Proportion. Teacher observes. See Student Sheet, step 2
B. Using pencil, the student sketches six living objects expressing proportion in terms of definite ratios listed below. 1. twice as big 2. darker than 3. larger than	Teacher observes. See Student Sheet, step 3.

III. Evaluation

The teacher reviews objectives with the student on student copy. The objectives are checked off as student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 10

I. Task Selection

A. Subject area: Drawing living objects in proportion
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Using pencil, the student sketches three living objects (people or animals) showing good proportion.		
B. Using pencil, the student sketches six living objects expressing proportion in terms of definite datios listed below: 1. twice as big 2. darker than 3. larger than		

III. Procedure:

Step 1 -- Pick up the following materials:
Drawing paper (two pieces)
Pencil

Step 2 -- On the first piece of paper, draw three living objects (people or animals) showing good proportion.

Step 3 -- On the second piece of paper draw a total of six living objects that express proportion in terms of the following ratios:
1. two figures (one twice as big)
2. two figures (one darker than)
3. two figures (one larger than)

Title III-GF
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 1P

I. Task Selection

A. Subject area: Experimenting with perspective
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Using pencil, the student sketches one object in an empty room.	Teacher observes. See Student Sheet, step 2
B. Given the definition of Perspective and using a pencil, the student sketches the same object as in Objective A, this time showing all lines to prove the perspective is correct.	PERSPECTIVE: That which gives the impression of distance. The appearance to the eye of an object in respect to its relative distance and position READ TO CLASS: When you place yourself in the view of your subject, and however you place yourself (whether sitting or standing) you will find, by holding up your pencil horizontally on a level with your eyes, and extending it forward to arms length, a mental horizontal line across your view. Translate that observation into an actual light pencil line across your paper, the eye level and mark it E.L. Somewhere upon this line of eye level is your vanishing point (at which all lines in the picture, running in perspective away from you, meet.) Those lines ABOVE the eye level run DOWN to the vanishing point; and those lines BELOW the eye level will run UP to the vanishing point. The use for perspective happens constantly and anywhere. Suppose yourself to be drawing an avenue of trees, run your eye along the tree boles where they meet the ground. If you are

II. Objectives	Teacher Instructions
B. (cont.)	sketching a street scene, take the perspective line of the tops of the straight row of houses and at the bottom where the houses meet the pavement, and run them to the vanishing point. Now experiment with perspective using the same object in an empty room that you sketched before. Need more help? 1. Bring in Resource person (architect)? 2. Many books are available in most libraries which could give the teacher extra help.

III. Evaluation:

The teacher reviews the objectives with the student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 1P

I. Task Selection

A. Subject area: Experimenting with perspective
B. Time limit: Two hours

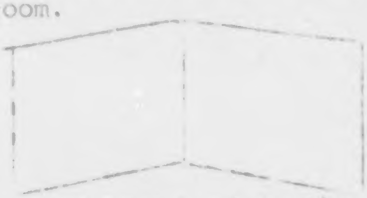
II. Objectives	Completion	Date
A. Using a pencil, the student sketches one object in an empty room.		
B. Given the definition of perspective and using a pencil, the student sketches the same object, as in Objective A. This time in perspective, showing all lines to prove the perspective is correct.		

III. Procedure:

Step 1 -- Pick up the following materials:

Two pieces of drawing paper
Pencil
Ruler

Step 2 -- On the first piece of paper, draw one object in an empty room. Include two walls in the room.



Step 3 -- The definition of Perspective is: That which gives the impression of distance. The appearance to the eye of an object in respect to its relative distance and position. On the second piece of paper, draw the same object as in step 2. This time, in perspective. Draw all lines (as explained by the teacher) to show that your perspective is correct.

Title III-GF
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Teacher Copy

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DRAWING

ACTIVITY NO. 1Q

I. Task Selection

A. Subject area: Second experiment in perspective
B. Time limit: Four hours (two sessions)

II. Objectives	Teacher Instructions
A. Using pencil, the student sketches one drawing of his choice (indoors or outdoors) including all pencil lines across the eye level to show the perspective is correct.	Read all of teacher instructions from Activity 1P. Have the student work at his own pace.

III. Evaluation

The teacher reviews the objective with the student on student copy. The objective is checked off as the student completes it.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded on the student copy and is filed in student folder.

Title III-GF
Art
Student Copy

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DRAWING

Name ____________________

ACTIVITY NO. 10

I. Task Selection

A. Subject area: Second experiment in perspective
B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. Using pencil, the student sketches one drawing of his choice, indoors or outdoors, including all pencil lines across the paper from the eye level, to show the perspective is correct		

III. Procedure:

Step 1 -- Pick up the following materials:

Drawing paper
Pencil
Ruler

Step 2 -- After the teacher reviews the meaning of perspective with you, sketch one drawing of your choice, (an indoor or outdoor scene). Include all pencil lines across the paper from the eye level, to show perspective is correct.

Title III-GF
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 1R

I. Task Selection

A. Subject area: Pattern
B. Time limit: Two hours

II. Objectives — Teacher Instruction

Objectives	Teacher Instruction
A. Given the definition of pattern, the student cuts at least twenty square, rectangular or triangular shapes using black and white construction paper and scissors.	PATTERN: The repetition of a similar shape or set of shapes. It is created by arranging several shapes, lines, textures and/or colors.
B. The student pastes the cut paper shapes onto a piece of poster board to form one of the three types of patterns listed below: 1. checkerboard 2. brick 3. triangular	Teacher observation. See Student Copy, step 4.
C. The student sketches an object and includes the pattern chosen in Objective B, in his drawing.	Teacher observation. See Student Copy, step 6.

III. Evaluation:

The teacher reviews the objectives with student on student copy. The objectives are checked off as the student completes them.

The following rating scale is used

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ____________________________

ACTIVITY NO. 1R

I. Task Selection

A. Subject area: Pattern
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. Given the definition of pattern, the student cuts at least twenty squares, rectangles or triangles using black and white construction paper and scissors.		
B. The student pastes the cut paper shapes onto a piece of poster board to form one of the three types of patterns listed below: 1. Checkerboard 2. Brick 3. Triangular		
C. The student sketches an object and includes the pattern, chosen in Objective B, in his drawing.		

III. Procedure:

Step 1 -- Pick up the following materials:
Black and white construction paper
Scissors

Step 2 -- Cut at least twenty square, rectangular or triangular shapes (approximately the same size)

Step 3 -- Go back to the material table and get the following:
Paste
Poster board

Step 4 -- Paste the cut paper onto the poster board forming one of the three types of patterns listed below:
1. Checkerboard
2. Brick
3. Triangular

III. Procedure: (cont.)

Step 5 -- Pick up the following materials:

Drawing paper
Pencil or felt pen
Black crayon

Step 6 -- On the drawing paper, sketch an object and include the same pattern you designed in step 4. Using the black crayon highlight the pattern so that it stands out from the rest of the drawing.

Title III-GP
Art
Teacher Copy

5/74

DRAWING

ACTIVITY NO. 15

I. Task Selection

A. Subject area: Review of Perspective, Proportion, Pattern and Texture
B. Time limit: Two hours

II. Objective

	Teacher Instructions
A. In one drawing, the student shows Perspective, Proportion Pattern and Texture.	Teacher observes. See Student Sheet, all steps.
B. The student draws Perspective in pencil, Proportion in felt pen, Pattern in crayon, and adds texture using charcoal.	Teacher observes. See Student Sheet, all steps.

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objectives are checked off as student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

DRAWING

Name ______________________

ACTIVITY NO. 15

I. Task Selection

A. Subject area: Review of Perspective, Proportion, Pattern and Texture

B. Time limit: Two hours

II. Objectives

	Completion	Date
A. In one drawing, the student shows Perspective, Proportion, Pattern and Texture.		
B. The student draws Perspective in pencil, Proportion in felt pen, Pattern using crayon, and adds Texture to the drawing by using charcoal.		

III. Procedure:

Step 1 -- Pick up the following materials:
drawing paper
felt pen
charcoal
crayons
pencil

Step 2 -- On a piece of drawing paper, show me what you have learned about Perspective, Proportion, Pattern and Texture. You are to do this drawing in this manner:

A. Begin with PERSPECTIVE. Draw a room with at least two walls and sketch at least one object in the room that is in perspective. USE PENCIL ONLY.

B. Next, add PROPORTION to the same drawing. USING FELT PEN ONLY, sketch at least one object that is in proportion with both the room and the object you sketched in pencil.

C. Now continue this drawing by adding TEXTURE. USING CHARCOAL ONLY, rub texture either on the walls you have sketched, or on the floor of the drawing. (Find something in the room to use for your rubbing.)

D. The last task is to add a PATTERN. USING CRAYONS ONLY add the same pattern you worked on in a previous Activity. You may put it anywhere in your drawing.

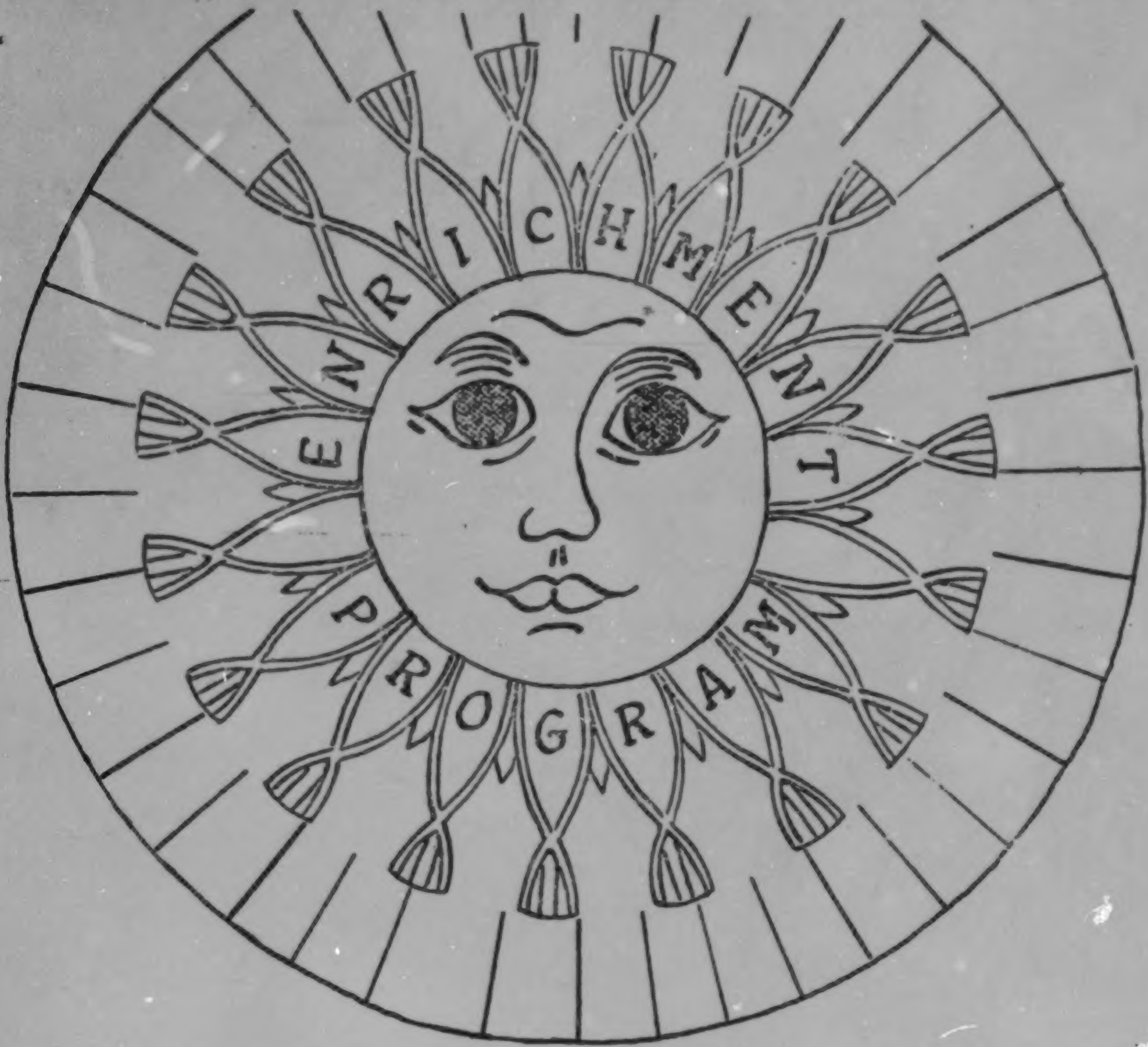
1.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

III. Procedure:

Step 3 -- If this drawing seems too difficult, perhaps you need to review the definitions of the four elements of Art. Below are the words and the Activity Nos. Look them up in your student folder.

PERSPECTIVE	Activity No. 1P
PROPORTION	Activity No. 1N
TEXTURE	Activity No. 1L
PATTERN	Activity No. 1R


ENRICHMENT
PROGRAM

ART

Painting

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Developed by
Nancy Petersen

Under ESEA Title III
North Kitsap School District #400
150 High School Road South
Poulsbo, WA 98370

PURPOSE OF THE PAINTING PACKET

The painting packet is designed to help the students gain experience, knowledge and skills in many elements of painting (color, dark and light theory, pattern, texture, balance, and composition) and to gain experience in handling different media (watercolor and tempera).

An evaluation of the student's progress is recorded on each activity. Having completed the painting packet, the student will be able to make ten paintings showing the knowledge and skills he or she has acquired.

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2D

I. Task Selection

A. Subject area: Learning the color wheel
B. Time limit: Two hours

II. Objectives

Objectives	Teacher Instructions
A. Using a diagram provided by the teacher, the student identifies all colors (primary, secondary and intermediate).	Hand out diagram provided in this lesson. Have student state orally the colors that belong on the wheel. (Each color on the wheel is already identified by its first letter.) EX: Red - r Blue - b
B. Using the same diagram, the student writes in each color with its correct position on the wheel.	Hand students a pencil and observe. See Student Sheet, step 2.
C. Using watercolor, the student paints each color in its correct position on the wheel.	Teacher observes. See Student Sheet, step 4.

III. Evaluation

The teacher reviews the objectives with the student of student copy. The objectives are checked off as the student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF 5/74
Art
Student Copy

PAINTING

Name ____________________

ACTIVITY NO. 2D

I. Task Selection

A. Subject area: Learning the color wheel
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Using a diagram provided by the teacher, the student identifies all colors (primary, secondary and intermediate).		
B. Using the same diagram, the student writes in each color with its correct position on the wheel.		
C. Using watercolor, the student paints each color in its correct position on the wheel.		

III. Procedure:

Step 1 -- We have learned something about color in Activity No. 2A (primary, secondary and intermediate). The diagram just handed out by your teacher is the outline of what is called a color wheel. All primary, secondary and intermediate colors have a position on the wheel. Each color is marked by its first letter (see diagram). Can you name the colors?

Step 2 -- Complete each word on the diagram so will know where each color belongs. If you need to look back and review your colors, refer to Activity No. 2A.

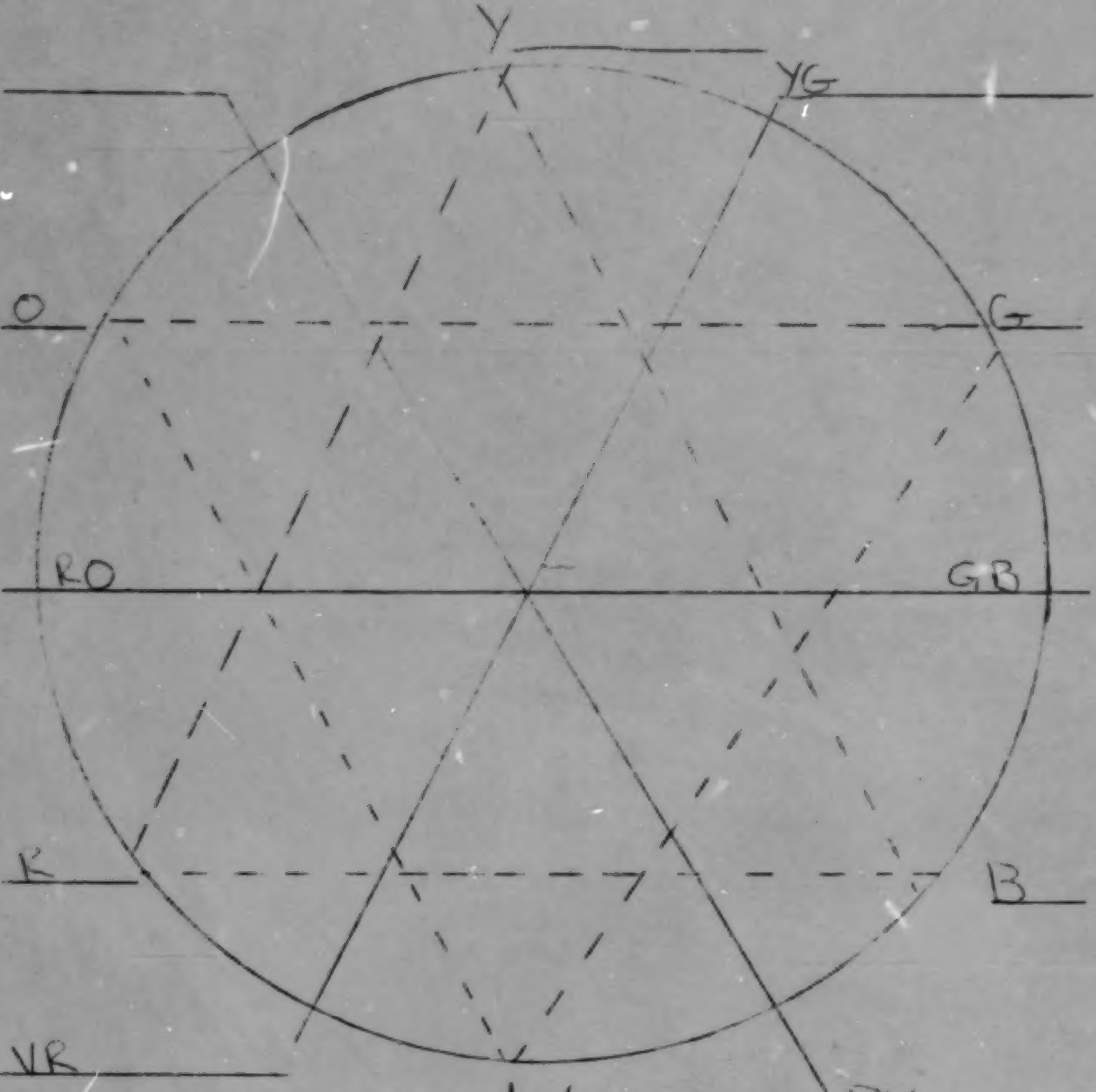
Step 3 -- Pick up the following materials:
white paper
½ pan watercolors
one brush
container of water

Step 4 -- Now that you know the colors on the color wheel paint each color in its correct position. You may refer to the diagram, if necessary.

Step 5 -- Follow usual clean-up procedures.

ACTIVITY NO. 2D

5/74


Y
YG
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GB
R
B
VR
V
BV

This is a diagram of a color wheel. All primary, secondary and intermediate colors have a position on the wheel.

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2E

I. Task Selection

A. Subject area: Using color to show emotions
B. Time limit: Two Hours

II. Objectives	Teacher Instructions
A. In a painting of his own, the student uses color to show one of the following. 1. love, rage 2. coolness 3. freshness 4. cowardice 5. royalty	Read the following to the class: A person may react emotionally to color partly because of the effect of different light rays to his nervous system and partly because of associations with color - both personal and cultural. What do you think of when you see certain colors? Color may be symbolic by association. Common associations include: RED: heat, love rage, war BLUE: coolness, purity GREEN: freshness, nature, youth. YELLOW: cowardice, heat PURPLE: royalty

III. Evaluation

The teacher reviews the objectives with the student on student copy. The objective is checked off as the student completes it.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and the student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

PAINTING

Name ______________________

ACTIVITY NO. 2E

I. Task Selection

A. Subject area: Using color to show emotion
B. Time limit: Two hours

II. Objectives	Completion	Date
A. In a painting of his own, the student uses color to show one of the following: 1. love, rage 2. coolness 3. freshness 4. cowardice 5. royalty		

III. Procedure:

Step 1 -- Pick up the following materials:
white paper
one small brush
one large brush
tempera paints
container of water

Step 2 -- Paint one painting in which a person may react emotionally to (get a feeling from) by the colors you use. At the bottom of the painting, write the feeling you were trying to show. Below is a list of colors and the emotions a person might think of when he sees them.
RED: heat, love, rage, war
BLUE: coolness purity
GREEN: freshness, nature, youth
YELLOW: cowardice, heat
PURPLE: royalty

Step 3 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2F

I. Task Selection

A. Subject area: Making a dark and light design
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definitions of dark and light theory and how it applies to painting, the student creates a design of his choice using both dark and light tones.	DEFINITIONS OF DARK AND LIGHT: 1. Dark and light divides space 2. Dark and light can define shape 3. Depth can be accomplished through the use of dark and light. A. dark has a tendency to give illusion of receding. B. light has a tendency to give illusion of moving forward. 4. An even distribution of dark and light gives a strong sense of balance and order.

III. Evaluation

The teacher reviews objective with student on student copy. The objective is checked off as the student completes it.

The following rating scale is used;

- ✓+ above average
- ✓ average
- ✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

5/74

PAINTING

Name ______________________

ACTIVITY NO. 2F

I. Task Selection

A. Subject area: Making a dark and light design
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definitions of dark and light theory and how it applies to painting, the student creates a design of his choice using both dark and light tones.		

III. Procedure:

Step 1 -- Pick up the following materials:
construction paper (assorted colors)
paste
poster board
scissors

Step 2 -- Once you have been given some definitions of dark and light theory and how it applies to painting, create a design of your choice using both dark and light colors on construction paper.

Step 3 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2G

I. Task Selection

A. Subject area: Realistic Painting using dark and light tones
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. In a painting of his own, the student creates a realistic painting using dark and light tones to show at least one of the following: 1. depth 2. dividing space 3. define shape 4. balance	Teacher observes. See Student Sheet, step 2.

III. Evaluation

The teacher reviews the objective with student on student copy. The objective is checked off when student completes it.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

Date of completion is then recorded and student copy is filed in student folder.

Title III-Gf
Art
Student Copy

5/74

PAINTING

ACTIVITY NO. 2G

Name ______________________

I. Task Selection

A. Subject area: Realistic Painting using dark and light tones
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. In a painting of his own, the student creates a realistic painting using dark and light tones to show at least one of the following: 1. depth 2. dividing space 3. define shape 4. balance		

III. Procedure:

Step 1 -- Pick up the following materials:
tempera paints (assorted colors)
white paper
one small brush
one large brush
container of water
pencil

Step 2 -- Review the definitions of dark and light theory from Activity No. 2F. Now create a realistic painting of your choice using both dark and light tones. Use dark and light to show one of the following: depth, dividing space, define shapes and balance.

Step 3 -- Follow usual clean-up procedure

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2H

I. Task Selection

A. Subject area: Painting patterns
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student paints three different patterns on one piece of paper.	Teacher observes. See Student Sheet steps 2 and 3.
B The student creates one painting and includes one of the patterns from Objective A.	Teacher observes. See Student Sheet, steps 2 and 3.

III. Evaluation

Same as Activity No. 2G

Title III-GF
Art
Student Copy

5/74

PAINTING

Name ____________________

ACTIVITY NO. 2H

I. Task Selection

A. Subject area: Painting patterns
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. The student paints three different patterns on one piece of paper.		
B. The student creates one painting and includes one of the patterns from Objective A.		

III. Procedure:

Step 1 -- Pick up the following materials:
tempera paints or watercolor
white paper
one small brush
one large brush
container of water
Review lesson on Pattern Activity No. 1R

Step 2 -- On one piece of paper, paint three different patterns.

Step 3 -- On another piece of paper, create a painting that includes one of the patterns you did in Step 2.

Step 4 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2I

I. Task Selection

A. Subject area: Review of color wheel, color to show emotion, dark and light, and patterns.

B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Teacher Instructions
A. The student creates a color wheel with water colors.	The students are to do this on their own.
B. The student creates one painting using shade of one color to show emotion.	
C. The student paints one still life, (vase of flowers on table), including one repeat pattern and showing balance by dark and light tones.	See Student Sheet, steps 2,3,4,5.

III. Evaluation:

Same as Activity No. 2G

Title III-GF
Art
Student Copy

5/74

PAINTING

Name ______________________

ACTIVITY NO. 2I

I. Task Selection

A. Subject area: Review of color wheel color to show emotion, dark and light, and patterns.
B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. The student creates a color wheel with water color.		
B. The student creates one painting using shades of one color to show emotion.		
C. The student paints one still life (vase of flowers on table) including one repeat pattern and showing balance by dark and light tones.		

III. Procedure:

Step 1-- Pick up the following materials:
½ pan watercolors
one small brush
one large brush
three pieces of white paper
container of water

Step 2 -- Review Activity Nos. 2D (on the color wheel), 2E (on emotion), 2F (on dark and light),and 1R (on pattern). These are all in your student folder.

Step 3 -- On the first piece of paper, create a color wheel the way you remember it.

Step 4 -- On the second piece of paper, create one painting that gives a feeling on emotion (love, hate, etc.). Use various shades of just one color for this task.

Step 5 -- On the last piece of paper, paint a vase of flowers on a table. Include one pattern and balance using dark and light tones.

Step 6 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

PAINTING

ACTIVITY NO. 2J

I. Task Selection

A. Subject area: An Introduction of "dry brush" and wash technique in watercolor.

B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of "dry brush" and "wash" the student experiments with watercolors making twenty dry brush strokes and twenty wash strokes on one piece of paper.	DRY BRUSH: A technique whereby the painter uses very little water and a lot of color on the brush. WASH: A technique whereby the painter uses very little color and a lot of water on the brush.
B. The student paints one picture that includes both techniques. (dry brush and wash)	Teacher observes. See Student Sheet, step 4

III. Evaluation

Same as Activity No. 2G

Title III-GF
Art
Student Copy

5/74

PAINTING

ACTIVITY NO. 2J

Name ____________________

I. Task Selection:

A. Subject area: An Introduction to dry brush and wash technique in watercolor

B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of dry brush and wash, the student experiments with watercolors, painting twenty dry strokes and twenty wash strokes on one piece of paper.		
B. The student paints one picture that includes both techniques (dry brush and wash).		

III. Procedure:

Step 1 -- Pick up the following materials

board and tape	container of water
two pieces of white paper	rags
½ pan watercolors	pencil
two brushes (different sizes)	

Step 2 -- The definition of dry brush technique is: a technique whereby very little water and a lot of paint is used. On the same piece of paper, paint twenty dry brush strokes.

Step 3 -- The definition of wash is: A technique whereby the painter uses a lot of water on the brush and little color. On the first piece of paper, make twenty wash strokes. Tape your paper to the board and tilt it toward you slightly so the water does not accumulate in one spot.

Step 4 -- On the second piece of paper, make a light line sketch of one object (maybe a flower). Use the "wash technique" for all of the background and use the "dry brush" technique for the object.

Step 5 -- Follow usual clean-up procedure.

If you have too much water on the paper, take the rag and gently "sponge" it away. Don't wipe it off, as it will smear your painting.

TITLE III-GF
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2K

I. Task Selection

A. Subject area: Adding texture by using different brush strokes
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student experiments with six different brush strokes to add texture.	Have student refer to Activities 1A and 1H. Some types of line to look for are: light line (that defines a tree trunk, etc.) dry brush line (that might add detail to a bush, etc.) Let the student think of others.
B. The student creates one painting that contains at least three of the above brush strokes.	Teacher observes. See Student Sheet, step 3.

III. Evaluation:

Same as Activity No. 2G

Title III-GF
Art
Student Copy

5/74

PAINTING

ACTIVITY NO. 2K

Name ____________________

I. Task Selection

A. Subject area: Adding texture by using different brush strokes
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student experiments with six different brush strokes to add texture		
B. The student creates one painting that includes at least three of the above brush strokes.		

III. Procedure:

Step 1 -- Pick up the following materials:
tempera paints
one small brush
one large brush
white paper
container of water

Step 2 -- On the first piece of paper, paint at least six different brush strokes that you think would add texture to a painting. Review Activity No. 1A and Activity No. 1H to refresh your memory if necessary.

Step 3 -- On another piece of paper, create a painting that includes at least three of the brush strokes you experimented with in Step 2.

Step 4 -- Follow the usual clean-up procedures.

Title III-Gf
Art
Teacher Copy

5/74

PAINTING

ACTIVITY NO. 2L

I. Task Selection

A. Subject area: Balancing color and subject matter in a painting
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definitions of balance, the student creates one painting in whice the color and subject matter are both balanced.	Give the student definitions of balance. FORMAL BALANCE: Identical or similar objects placed equal distances from the center of the composition so there is equal balance on both sides. INFORMAL BALANCE: Objects of equal weight (not always size) are equally distributed on both sides of the composition A large shape on one side can be balanced by a group of smaller objects on the other side. DARK AND LIGHT TONES equally distributed give a strong sense of balance and order.

III. Evaluation

Same as Activity No. 2G

Title III-GF 5/74
Art
Student Copy

PAINTING

Name ____________________

ACTIVITY NO. 2L

I. Task Selection

A. Subject area: Balancing color and subject matter in a painting
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of balance, the student creates one painting in which the color and subject matter are both balanced.		

III. Procedure:

Step 1 -- Pick up the following materials
white paper
tempera paints (assorted colors)
one small brush
one large brush
container of water

Step 2 -- There are two types of balance; formal and informal.
FORMAL BALANCE: Identical or similar objects placed equal distances from the center of the composition, so there is equal weight distributed on both sides.
INFORMAL BALANCE: Objects of equal weight (not only size) are equally distributed on both sides of the composition. A large shape on one side can be balanced by a group of smaller shapes on the other side.

On a piece of paper, create a painting in which both color and subject matter are balanced. Review Activity No. 2F to see how dark and light tones can achieve balance.

Step 3 -- Follow usual clean-up procedures.

PAINTING

ACTIVITY NO. 2H

I. Task Selection

A. Subject area: Painting a good composition
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of composition, the student creates one painting (either in watercolor or tempera), that shows good composition.	COMPOSITION: A drawing, painting or sculpture which contains many elements of art (line, shading, texture, proportion, etc.) and is balanced. BALANCE: See Activity No. 2L

III. Evaluation;

See Activity No. 2G

Title III-GF
Art
Student Copy

5/74

PAINTING

Name ____________________

ACTIVITY NO. 2H

I. Task Selection

A. Subject area: Painting a good composition
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of composition, the student creates one painting (either in watercolor or tempera) that shows good composition.		

III. Procedure:

Step 1 -- Pick up the following materials:

white paper
½ pan watercolors or tempera paints
one small brush
one large brush
container of water

Step 2 -- The definition of COMPOSITION is: A drawing, painting or sculpture which contains many elements of art (line, shading, proportion, texture, etc.) and is balanced. In a painting of your choice, create good composition.

Step 3 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

PAINTING

ACTIVITY NO. 2H

I. Task Selection

A. Subject area: Research on Famous Artists
B. Time limit: One week

II. Objectives	Teacher Instructions
A. The student gathers material on famous Artists and writes a one page report on one of the following Artists. 1. Gauguin 2. Van Gogh 3. Mattise 4. Picasso 5. Rembrandt 6. Da Vinci 7. Michelangelo	Teacher observation See Student Sheet, steps 1 and 2
B. The student reads his report orally to the class.	Have student read them one at a time.

III. Evaluation:

Same as Activity No. 2G

Title III-GF
Art
Student Copy

6/74

PAINTING

Name ______________________

ACTIVITY NO. 2N

I. Task Selection

A. Subject area: Research of Famous Artists
B. Time limit: One week

II. Objectives

Objectives	Completion	Date
A. The student gathers material, from the Public Library, and writes a one page report on one of the following Artists. 1. Gauguin 2. Van Gogh 3. Matisse 4. Picasso 5. Rembrandt 6. Da Vinci 7. Michelangelo		
B. The student reads his report orally to the class		

III. Procedure:

Step 1 -- Within the next week, you are to visit the Public Library and make a one page report on one of the famous Artists listed above.

Step 2 -- When your report is complete (one week from today) you are to read your report to the class, so we may all learn a little about the artist you chose.

EVALUATION

Student will be evaluated on the following concepts from the Painting Packet in order to determine proficiency.

Painting

— Color wheel (cool colors, warm colors)

— Dark and light theory (space, shape, depth, balance)

— Pattern

— Watercolor (dry brush, wash)

— Tempera (texture, shading

* — Balance (formal or informal)

* — Texture

* — Shading

* — Proportion

* — Perspective

* — Detail

Those marked with an * will be evaluated by examination of a pre and post demonstration activity. Students will be asked to show proficiency in skill area before and after instruction. Samples will be kept and rated by a panel of people with expertise in the area of art. (See Pre and Post Sample Rating Sheets 1, 2, and 3.)

Those marked with a — will be evaluated in terms of a student's effective use and understanding of these skills in every day practice as well as evidence of use in art products. A checklist filled out by the instructor will be used to collect this data. (See Evidence of Skill - Rating Sheets 1 and 2.)

Those skills marked with an * and a — will be evaluated by both methods.

ESEA Title III
GF

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EVIDENCE OF SKILL - RATING SHEET
Painting Packet

COLOR					MEDIA					COMPOSITION				
Skill	Practice Evidence of Instruction		Performance Criteria: Each Product Contains at Least 6 of the Following		Skill	Practice Evidence of Instruction		Performance Criteria: Each Product Contains at Least 3 of the Following		Skill	Practice Evidence of Instruction		Performance Criteria: Each Product Contains at Least 3 of the Following	
	Yes	No	Yes	No		Yes	No	Yes	No		Yes	No	Yes	No
Color wheel					Watercolors					Balance				
Cool colors					Dry brush					Informal or Formal				
Warm colors					Wash					Texture				
Dark & Light					Tempera					Shading				
Define Shape					Texture					Proportion				
Show depth					Shading					Perspective				
Give Sense Of Balance														
Divide Space														
Pattern														

PRE AND POST SAMPLES RATING SHEET

Painting Packet

Here are four paintings done by the same student A, B, C, and D. After looking at the paintings carefully, mark down which set you think was made before (pre) instruction in the skill area designated and which was made after (post) instruction. Then below, circle the number that you feel cooresponds most closely to the way the student has implemented each sub-skill in his paintings.

Use the rating scale below as a guide.

Accomplished use of skill 5 4 3 2 1 Inadequate use of skill

Activity						Pre	Post
Painting A							
Balance (formal or informal)	5	4	3	2	1		
Texture	5	4	3	2	1		
Shading	5	4	3	2	1		
Proportion	5	4	3	2	1		
Perspective	5	4	3	2	1		
Detail	5	4	3	2	1		
Painting B							
Balance (formal or informal)	5	4	3	2	1		
Texture	5	4	3	2	1		
Shading	5	4	3	2	1		
Proportion	5	4	3	2	1		
Perspective	5	4	3	2	1		
Detail	5	4	3	2	1		
Painting C							
Balance (formal or informal)	5	4	3	2	1		
Texture	5	4	3	2	1		
Shading	5	4	3	2	1		
Proportion	5	4	3	2	1		
Perspective	5	4	3	2	1		
Detail	5	4	3	2	1		
Painting D							
Balance (formal or informal)	5	4	3	2	1		
Texture	5	4	3	2	1		
Shading	5	4	3	2	1		
Proportion	5	4	3	2	1		
Perspective	5	4	3	2	1		
Detail	5	4	3	2	1		

OIL PAINTING

Title III-GF
Oil Painting
Teacher Copy

ACTIVITY NO. 4A

STRETCHING A CANVAS

1. Lay the wooden stretcher over the canvas
2. Begin tacking the canvas first to the center of the edge of one of the side strips. Use a small carpet tack for this.
3. With your fingers, pull the canvas tight and bend it over the edge of the opposite side strip,again tacking it in the center with a single tack.
4. Now turn the frame around and drive a tack into the center of the edge of each of the two remaining strips.
5. With the canvas now held properly in position by the four tacks, gradually work out the corners, first tacking one side and then the other, pulling the canvas as tight as you can.

Title III-GF
Art
Teacher Copy

9/74

OIL PAINTING

ACTIVITY NO. 4A

I. Task Selection

A. Subject Area: Learning about materials and equipment
B. Time Limit: Two hours

II. Objectives	Teacher Instructions
A. The student identifies 8 out of the 11 materials discussed by the teacher in today's lesson, and states orally to the rest of the class the meaning of the words, STRETCHER FRAME, PALETTE, LINSEED OIL, TURPENTINE, and how they are used in Oil Painting.	Attached to the student copy is a list of materials. Have the students look over the list as you point out the materials that you have laid out on the table. If time permits, read the directions for stretching a canvas and have the class practice. The instructions for stretching canvas are attached to your copy of this lesson

III. Evaluation

The teacher reviews the objectives with student on student copy. The objectives are checked off as the student completes them.

The following rate scale is used:

✓+ above average
✓ average
✓- below average

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

9/74

OIL PAINTING

ACTIVITY NO. 4A

Name____________________

I. Task Selection

A. Subject Area: Learning about materials and equipment
B. Time Limit: Two hours

II. Objectives

	Completion	Date
A. The student identifies 8 out of the 11 materials discussed by the teacher in today's lesson and states orally to the rest of the class the meaning of the words STRETCHER FRAME, PALETTE, LINSEED OIL, TURPENTINE, and how they are used in oil painting.		

III. Procedure:

Step 1 -- Attached to your student copy of this lesson, is a list of materials and equipment that will be used in this class. Take the list and follow along as the teacher shows you the materials on the table and tells you how they are used in oil painting.

Step 2 -- If time permits in this lesson, we will be practicing stretching canvas. Follow the teacher's instructions and work spread out around the room so that each student has enough room.

Oil Painting

ACTIVITY NO. 4A 8/74

	Materials	Definition
1.	Stretching Easel	A frame for holding a canvas
2.	Stretcher Frame	Four strips of wood that form a square on which to stretch canvas
3.	Cotton Canvas	Material Artist stretch for painting
4.	Palette	Board on which paint is arranged
5.	Palette Scraping Knife	A dull knife used for cleaning a palette
6.	Oil cup or tin can	Container used for turpentine or oil
7.	Brush washer	A container for cleaning brushes
8.	Small bottle of Linseed Oil or Turpentine	"Medium" sometimes added to oils.
9.	Few sticks of Charcoal	For sketching before painting
10.	Palette Knife	A painting knife
11.	Brushes	

Title III-GF
Art
Teacher Copy

8/74

OIL PAINTING

ACTIVITY NO. 4B

I. Task Selection

A. Subject Area: Setting the Palette
B. Time Limit: Two hours

II. Objectives	Teacher Instructions
A. The student identifies (orally) to the teacher or another person, the colors that appear on the color wheel (from Act. No. 2D)	Discuss color wheel (Act. No. 2D) Using the attached sheet on Setting the Palette, set a palette for the students, showing them the correct position of each color.
B. The student draws a palette on paper and places the color names in the correct position.	Pass out paper and pencil. Have students draw a palette and write in the colors in the correct position.

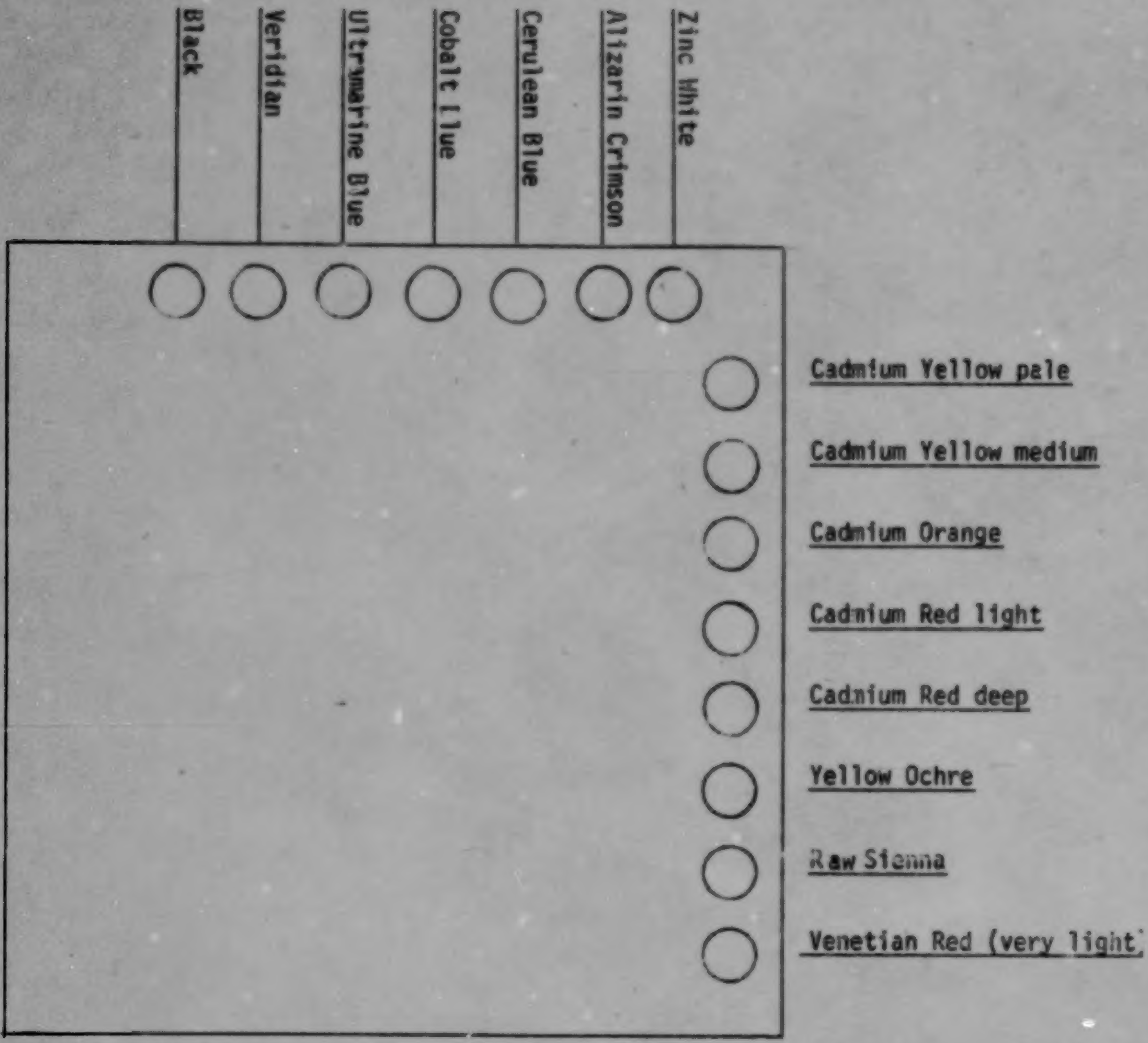
III. Evaluation

Same as Activity No. 4A

Teacher Copy

9/74

ACTIVITY NO. 48


Black
Veridian
Ultramarine Blue
Cobalt Blue
Cerulean Blue
Alizarin Crimson
Zinc White
Cadmium Yellow pale
Cadmium Yellow medium
Cadmium Orange
Cadmium Red light
Cadmium Red deep
Yellow Ochre
Raw Sienna
Venetian Red (very light)

Title III-GF
Art
Student Copy

9/74

OIL PAINTING

ACTIVITY NO. 4B

Name____________________________

I. Task Selection

A. Subject Area: Setting the Palette
B. Time Limit: Two hours

II. Objectives

	Completion	Date
A. The student identifies, orally to the teacher or another person, the colors that appear on the color wheel (from Act. No. 2D).		
B. The student draws a palette on paper and places the color names in the correct position.		

III. Procedures

Step 1 -- Refer to your student folder and use Activity No. 2D to refresh your memory on the placement of colors. Listen as the teacher "reads" the colors in their correct positions.

Step 2 -- After the teacher shows you how to set a palette and you receive pencil and paper, see if you can draw a picture of a palette and write the color names in their correct positions.

Title III-GF
Art
Teacher Copy

9/74

Oil Painting

ACTIVITY NO. 4C

I. Task Selection

A. Subject Area: Preparing a Canvas
B. Time limit: One hour

II. Objectives	Teacher Instructions
A. The student applies "gesso" to a (wet) stretched canvas using a palette knife, preparing it for a future painting lesson	Have student read instructions on preparing a canvas (attached to Student Copy). Teacher observes procedure.

III. Evaluation

Same as Activity No. 4A

Title III-GF
Art
Student Copy

9/74

Oil Painting

ACTIVITY NO. 4C

Name____________________

I. Task Selection

A. Subject Area: Preparing a Canvas
B. Time Limit: One hour

II. Objectives

Objectives	Completion	Date
A. The student applies "gesso" to a (wet) stretched canvas using a palette knife, preparing it for a future painting lesson.		

III. Procedures

Step 1 -- Pick up the following materials:

Your stretched canvas
One palette knife
Container of water
One jar of "Gesso"

Step 2 -- Read instructions attached to Student Copy of this lesson.

Step 3 -- Prepare canvas according to instructions

Step 4 -- Follow usual clean-up procedures

Title III-GF
Art
Student Copy

9/74

ACTIVITY NO. 4C

Preparing a Canvas

Your stretched canvas is in it's raw form. To prepare it for painting, first wet the canvas with water, using a palette knife. Once the entire canvas is wet, apply a layer of "gesso", again using a palette knife. If the "gesso" is not applied too heavily, it will produce a very good painting surface, which will not crack.

The prepared canvas will dry in approximately two days and will be ready for painting.

Title III-GF
Art
Teacher Copy

10/74

OIL PAINTING

ACTIVITY NO. 4D

I. Task Selection

A. Subject Area: Practicing Palette Knife and Brush techniques
B. Time limit: 4 hours (two sessions)

II. Objectives	Teacher Instructions
A. On a prepared canvas, the student paints at least 3 different strokes using a palette knife.	Have student read instructions (attached to Student copy) on Palette Knife and Brush techniques.
B. On the same canvas, the student paints at least three different brush strokes.	Have student notify the teacher upon completion of Objectives A and B. (If completed, have student proceed to Objective C. If Objectives A and B have not been completed, have student refer to the instructions again.
C. The student creates a painting, using both palette knife and brush strokes.	Observe student during Objective C.

III. Evaluation

Same as Activity No. 4A

Title III-GF
Art
Student Copy

10/74

OIL PAINTING

ACTIVITY NO. 4D

Name____________________

I. Task Selection

A. Subject area: Practicing Palette Knife and Brush techniques
B. Time limit: 4 hours (2 sessions)

II. Objectives	Completion	Date
A. On a prepared canvas, the student paints at least 3 different strokes using a palette knife.		
B. On the same canvas, the student paints at least 3 different brush strokes.		
C. The student creates a painting using both a palette knife and brush strokes		

III. Procedure

Step 1 -- Read the instructions attached to Student Copy of this lesson concerning palette knife techniques and brush techniques.

Step 2 -- Pick up the following materials:

Palette knife
Paint brush
Paint
Palette
Prepared canvas

Step 3 -- Make 3 different strokes using a palette knife and 3 different strokes using a brush.

Notify teacher when this step is completed.

Step 4 -- Create a painting on the same canvas, using both palette knife and brush strokes.

Step 5 -- Follow usual clean-up procedures

ACTIVITY NO. 4D

PAINTING WITH A PALETTE KNIFE

1. The flat of the knife used as a trowel will give a large area of color
2. For wide strokes, use the tip of the knife.
3. A fine line may be achieved through using the edge of the knife. After one becomes accustomed to the knife, almost as much detail can be painted with it as with a brush.

PAINTING WITH A BRUSH

1. Using a one inch house painter's brush gives softness to edges and covers a large area quickly.
2. Good lines can be achieved with a No. 2 sable brush. The brush can be held by the end of the handle so that the painter uses the whole arm all the way to the shoulder.

Title III-GF
Art
Teacher and Student Copy

ACTIVITY NO. 4E INTRODUCTION TO FOLK ART

Evidence of Folk Art was first seen in America during the 17th century when groups of European people started their immigration to this country.

All along the Eastern seaboard of the North American continent are evidences of these immigrations, many of which contributed richly to the early history of this country. They brought with them, many interesting patterns in the various forms of items of household equipment. These objects possess individuality and a charm which comes from the manner in which they were decorated.

Such impressions meet the eye at first glance. In order to survive in those days, one had to possess a special kind of toughness born of resistence to the elements and a determination to adapt oneself to the different conditions of life peculiar to a new country. In the early rough and ready houses, one sees attention directed to the necessities of life and then when time permitted, a little decoration was allowed to relieve tensions.

The creators of Folk Art were for the most part amateurs, handy with a saw, axe and chisel, and able to control a paint brush. These people also possessed a lot of hope. So it was that with the beginning of a new life in a new country came the expression of a new art based on the traditions and experiences of the Old World but toughened by the conditions of the new.

In this study of Folk Art, we will learn about Rosemaling, Pennsylvania Dutch and Tole, which come from the English, Irish, Scotch, French, Dutch, Norwegians, German and Swiss.

Title III-GF
Art
Teacher Copy

10/74

ACTIVITY NO. 4E

FOLK ART

I. Task Selection

A. Subject Area: The basic stroke - leaves, flowers and fruit
B. Time Limit: 3 weeks (6 sessions)

II. Objectives

Objectives	Teacher Instructions
A. The student paints the basic strokes of various sizes, 30 times on one piece of paper.	Hand student a copy of Practice Sheet No. 1. Instruct student to fill the page with the basic stroke.
B. The student mixes two shades of one color of oil paint and paints at least 10 decorative leaves on one piece of paper.	Hand student Practice Sheet No. 2.
C. The student paints at least 5 flower and leaf combinations on one piece of paper.	Hand student Practice Sheet No. 3.
D. Using pencil, the student sketches 4 different pieces of fruit on one piece of paper and paints them with 3 shades of one color or 3 different colors.	Hand student Practice Sheet No. 4.

III. Evaluation

Same as Activity No. 4A.

10/74

Title III-GF
Art
Student Copy

FOLK ART

ACTIVITY NO. 4E

Name________________

I. Task Selection

A. Subject area: The basic stroke - leaves flowers and fruit
B. Time limit: 3 weeks (6 sessions)

II. Objectives	Completion	Date
A. The student paints the basic stroke of various sizes, 30 times on one piece of paper.		
B. The student mixes two shades of one color of oil paint and paints at least 10 decorative leaves on one piece of paper.		
C. The student paints at least 5 flower and leaf combinations on one piece of paper.		
D. Using pencil, the student sketches 4 different pieces of fruit on one piece of paper and paints them with three shades of one color or three different colors.		

III. Procedure

Step 1 -- Pick up following materials:
Oil paint (one color and white)
Brush
Paper towel
Small container of linseed oil
Small container of turpentine
1 piece white drawing paper

Step 2 -- Pick up copy of the practice sheet for your activity from the teacher.

Step 3 -- Follow usual clean-up procedure.

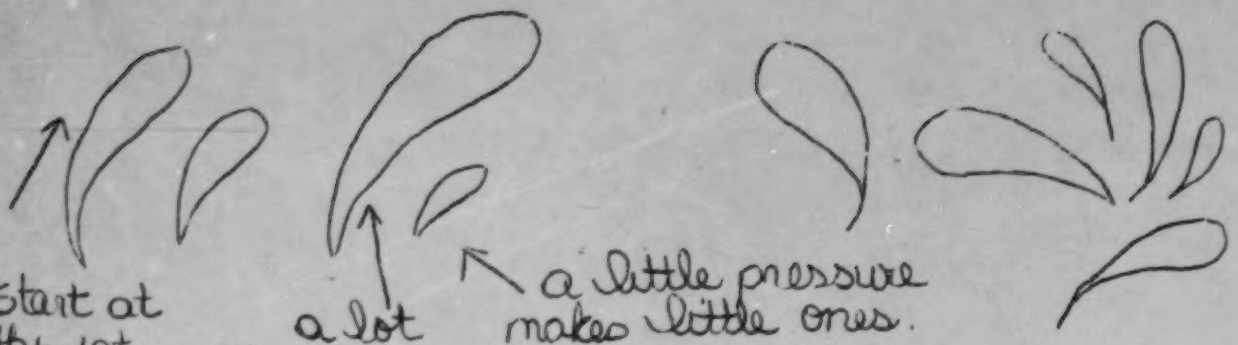
Title III-GF
Art
Student Copy

10/74

ACTIVITY NO. 4E

FOLK ART

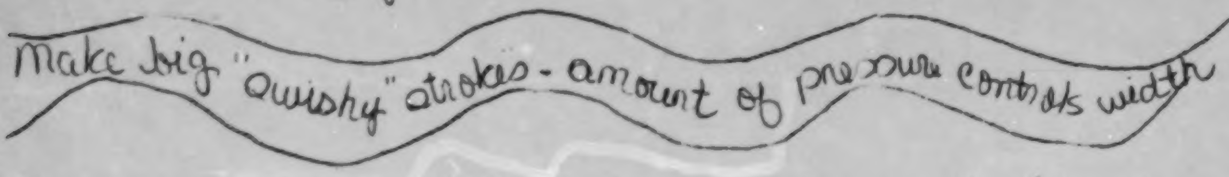
Practice Sheet No. 1



Start at the fat end

a lot of pressure makes big ones

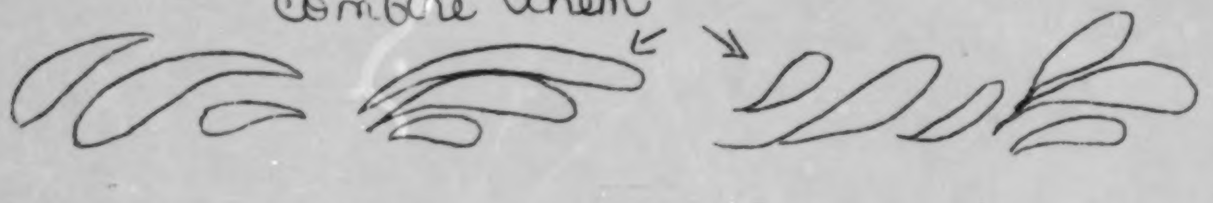
a little pressure makes little ones.



Make big "swishy" strokes - amount of pressure controls width

Practice free hand with flat and round brushes

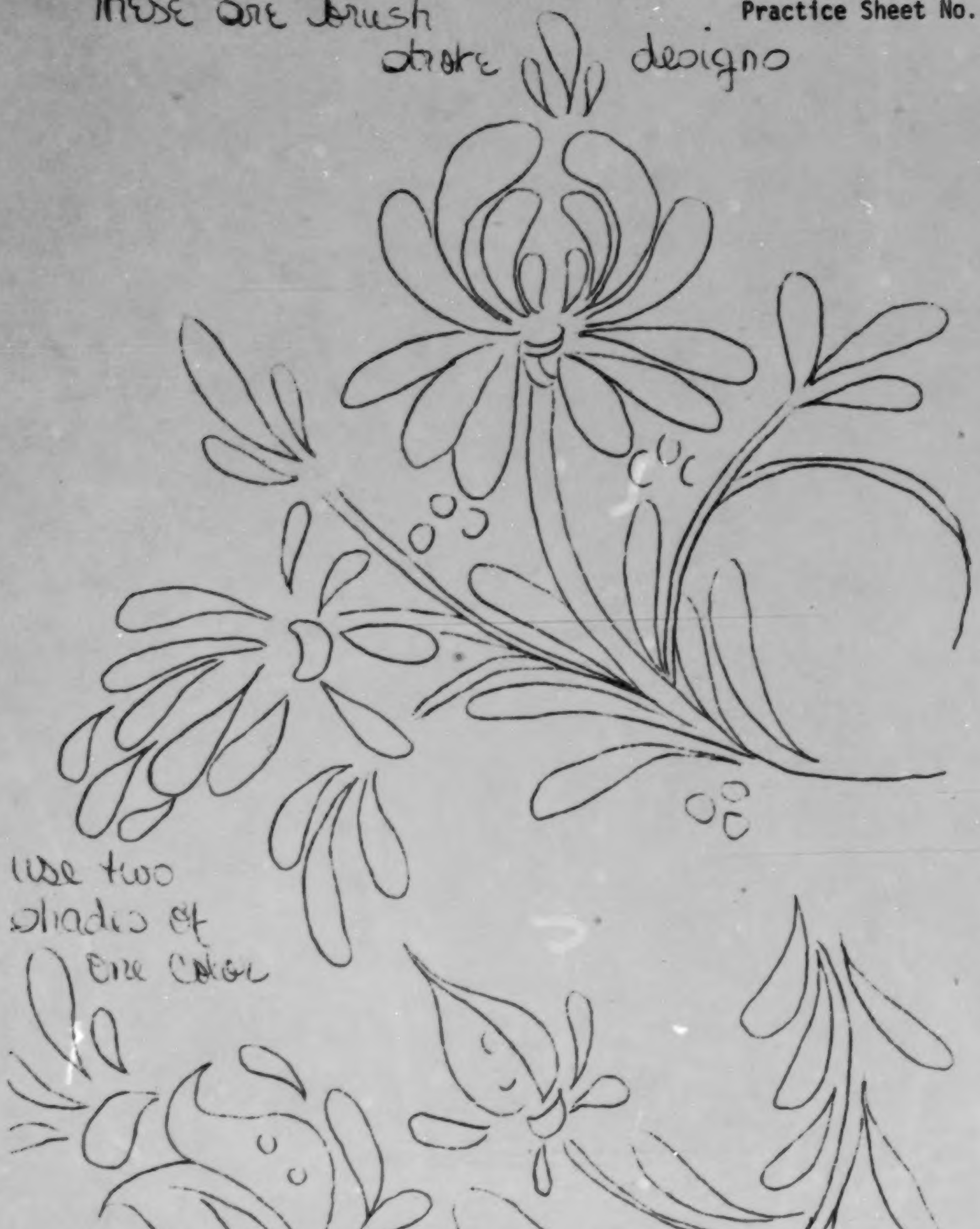
combine them



The above strokes are painted with two shades of the same color. It is easy to load the brush with two colors. Add some white to the color you've been using for a pale shade and then some of the color, straight from the tube, beside it. Take a few short strokes on the palette to start the blending of the colors. Now practice making the above strokes.

Practice Sheet No. 1 pg.2

these are brush stroke designs



use two shades of one color

Title III-GF
Art
Student Copy

ACTIVITY NO. 4E

FOLK ART

Practice Sheet No. 2 - Leaves

LEAVES - By combining a few simple strokes, you will be able to make realistic looking leaves which will enhance the design you are painting.

Use the flat brush to make the leaves.

Mix a nice mossy green by either of the two following mixes:

permanent green light
a little raw umber
a tiny bit of white

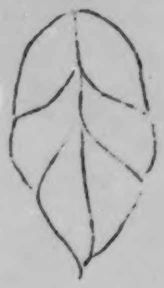
black
cad. yellow medium
a bit of raw umber and lighten with a bit of white

You will want the mixture to be quite thin. Fill the brush and tip with straight raw umber which will be your contrast color. Be sure to make a few short strokes on the palette to start the blending.

On a piece of white drawing paper, sketch the following leaf.

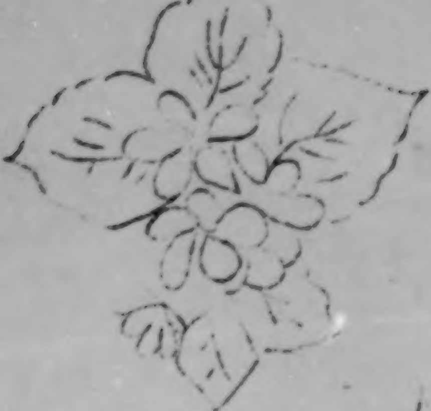
Paint the leaf in sections as indicated.

Practice making the leaves until your brush strokes are relaxed.

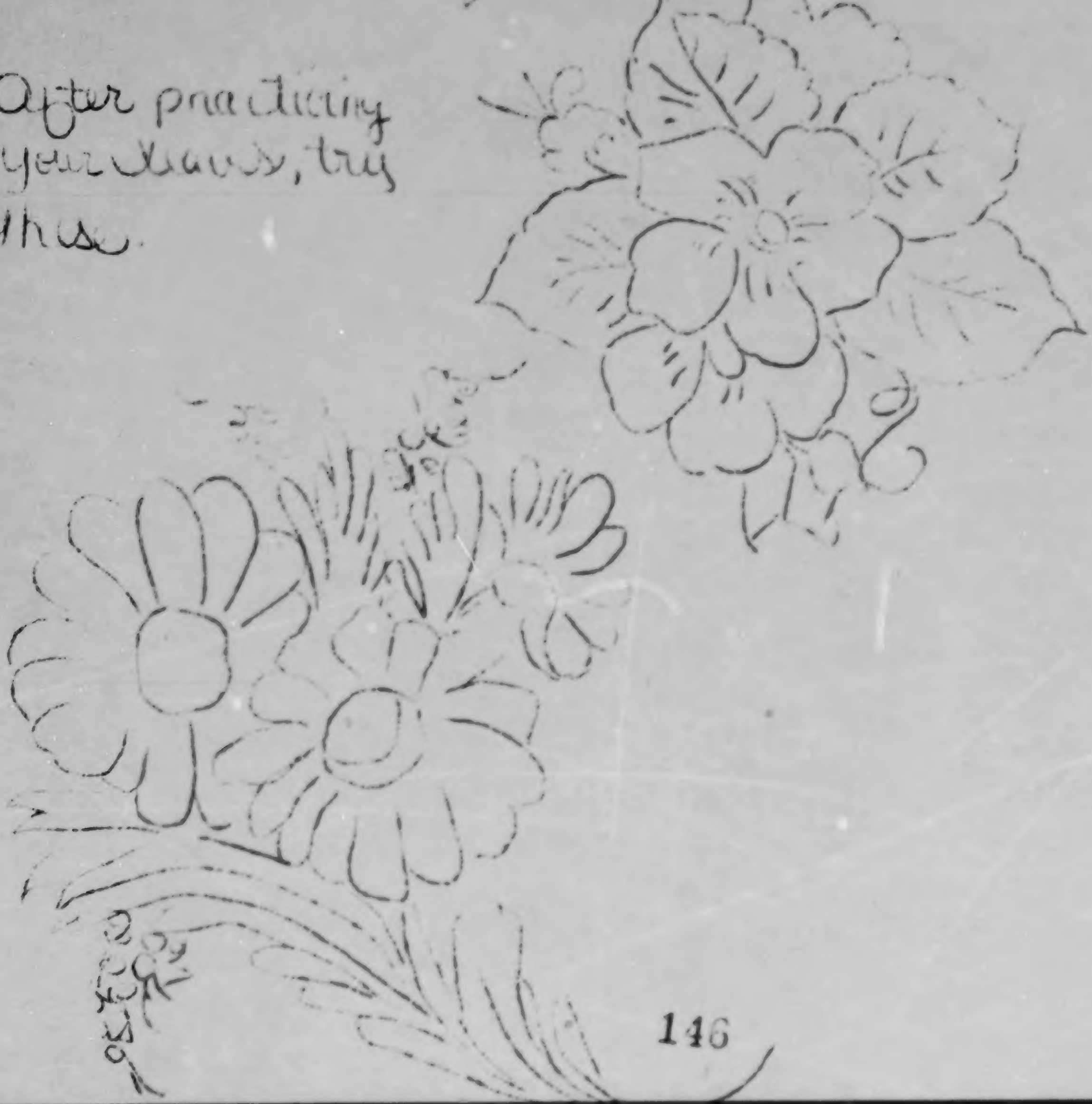


ACTIVITY NO. 4E

Practice Sheet No. 2   Pg. 2



After practicing your leaves, try these.



Title III-GF
Art
Student Copy

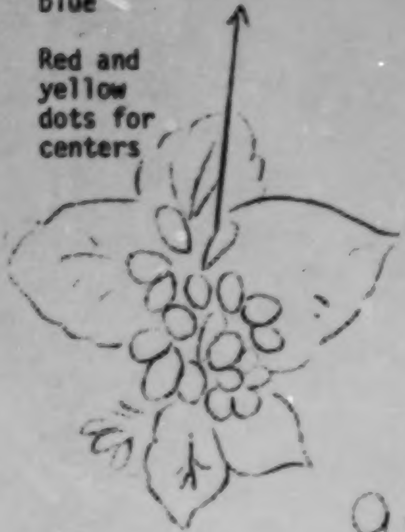
ACTIVITY NO. 4E

FOLK ART

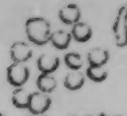
Practice Sheet No. 3 - Flowers

Tiny strokes with two shades of purple or blue

Red and yellow dots for centers

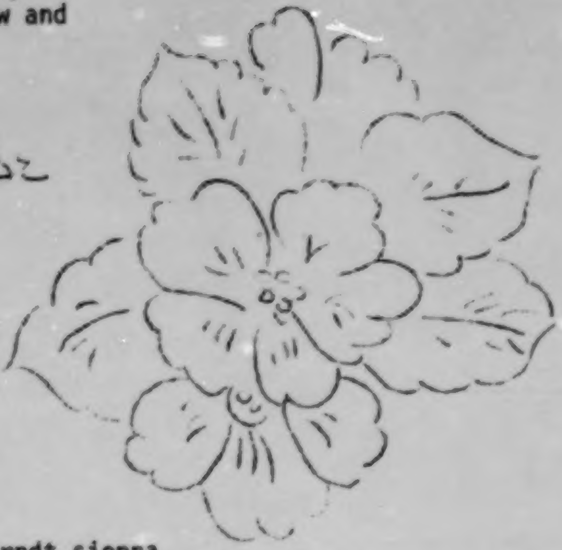


Paint should be thin for flowers

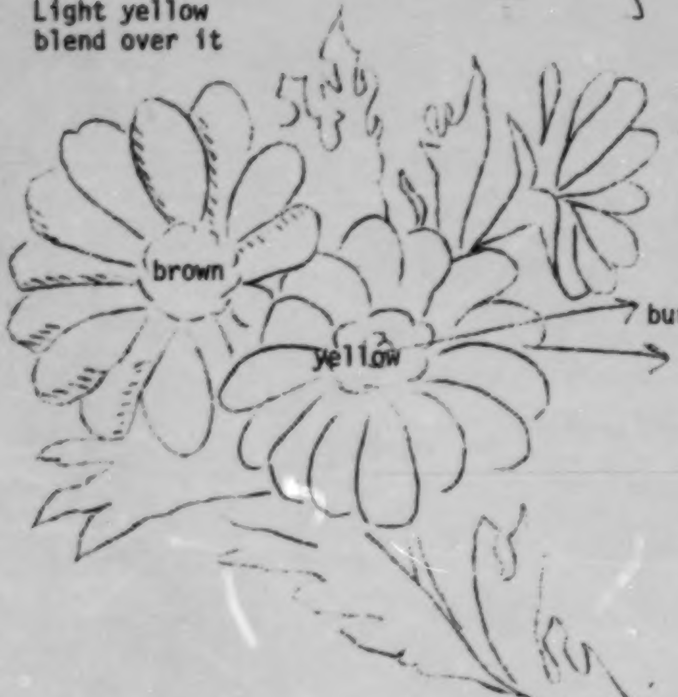


Forget-me-nots tiny dabs with tip of brush - yellow and red centers.

Give all these a try



Light yellow blend over it



burndt sienna

white,blend yellow over it.

Paint petals white, blend aliziran crimson into centers

Title III-GF
Art
Student Copy

10/74

ACTIVITY NO. 4E

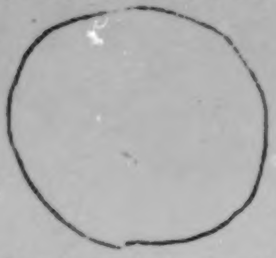
FOLK ART

Practice Sheet No. 4 - Fruits

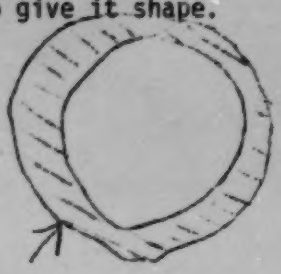
All fruits are painted the same - only the shape and colors change. The basic rule to give shape to any object is this: When we want an area to go back or recede, we use a darker color and when we want it to come forward, we use a lighter color.

Each piece of fruit you paint will need at least three shades of one color or three different colors to give it shape.

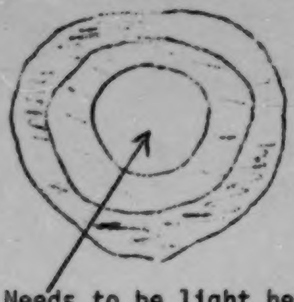
Let's do an apple:



Start with a circular shape



Darker edge to make it recede



Needs to be light here to make it come forward.

Step 1 -- Add the basic color - red. You can paint in the whole circle or leave light areas blank.

Step 2 -- Now add the darker shading color. Try to do it down in one stroke.

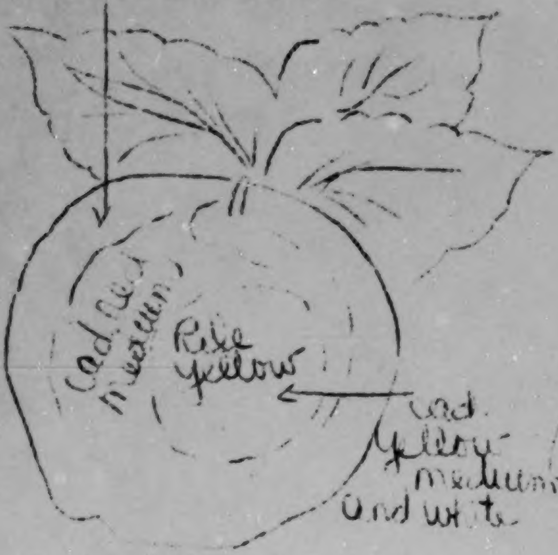
Step 3 -- Blend the darker color into the red. Keep your brush wiped with a clean towel.

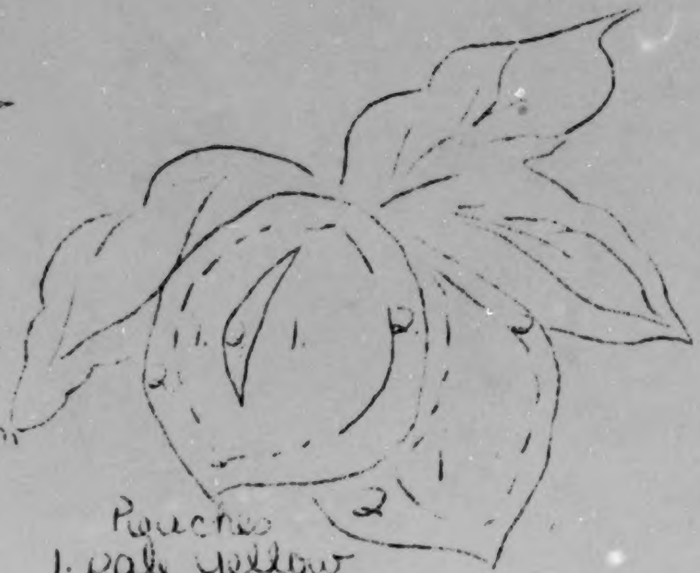
Step 4 -- Now add the light color to the center.

Step 5 -- Blend it into the red or basic color. Keep your stroked rounded.

try the fruits on
page two of this practice sheet

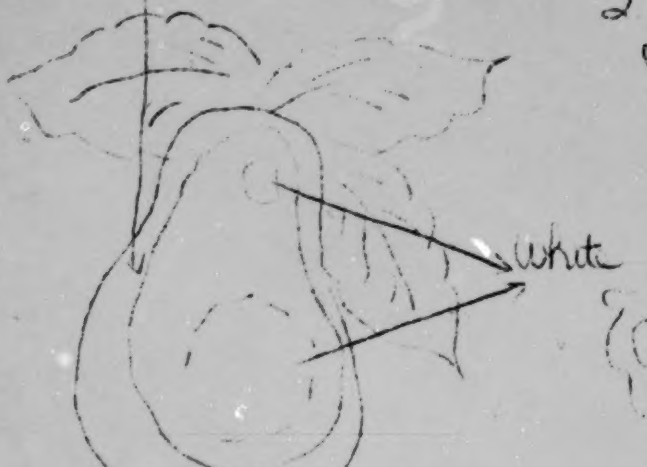
mix alizarin crimson and burnt umber


Cad red medium
Pale yellow
cad yellow medium and white

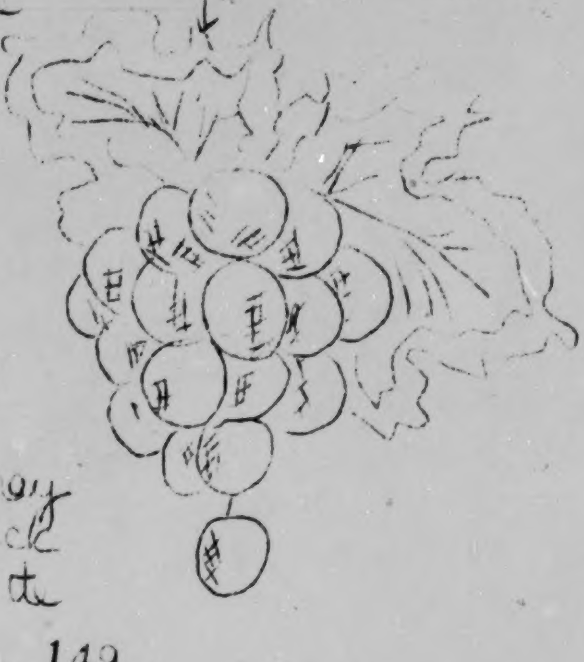


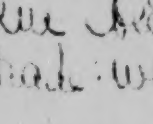
Peaches
1. pale yellow
2 shade with burnt sienna, or cad red light, or alizarin

shade with green and burnt sienna

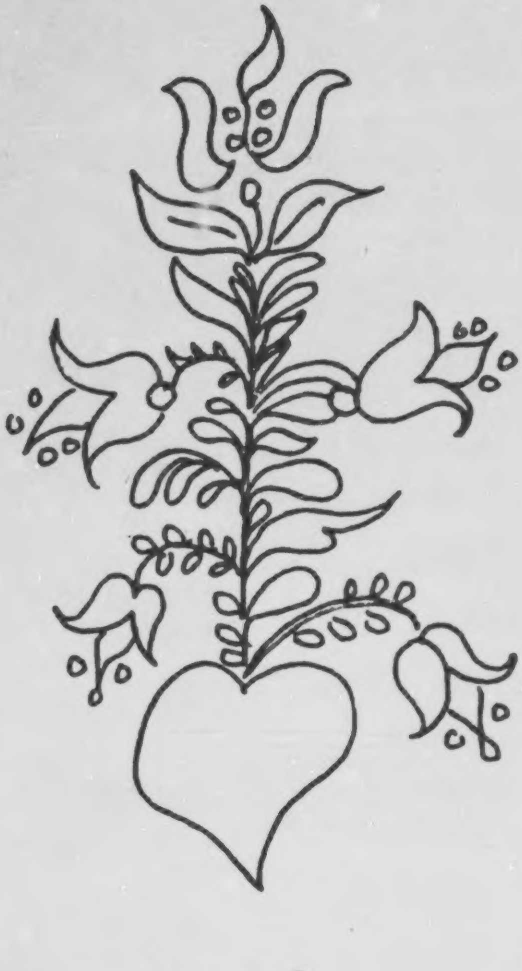


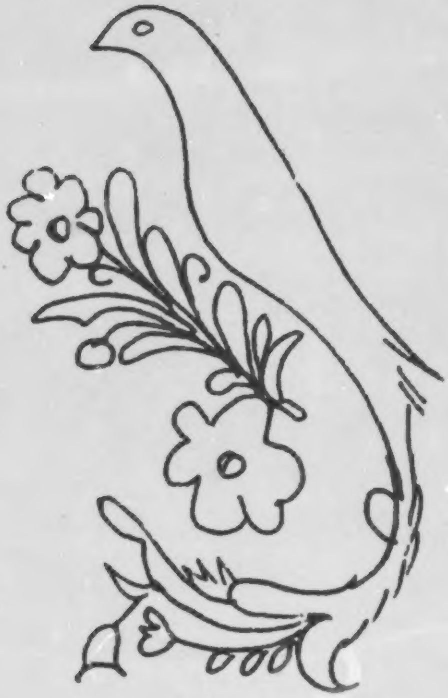
edges and veins of leaves are dark



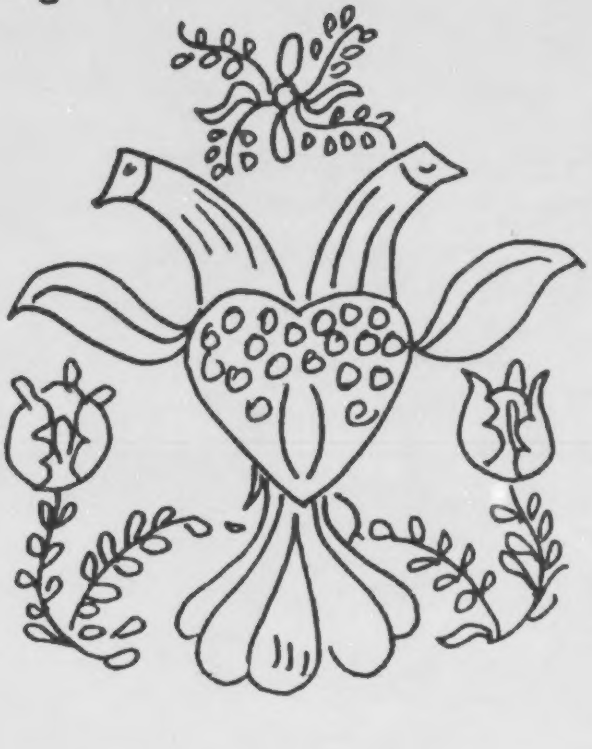


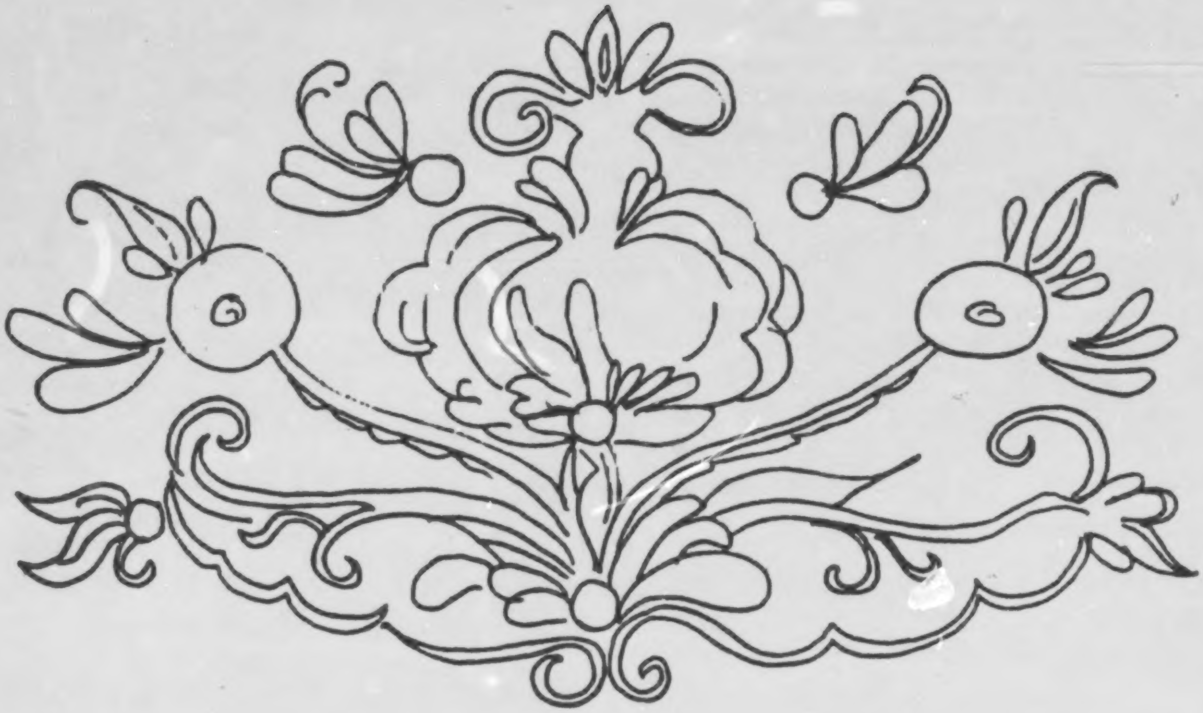
shape each grape separately
1. basic color: blue gray
2. shade: blue black
3. light shade: white



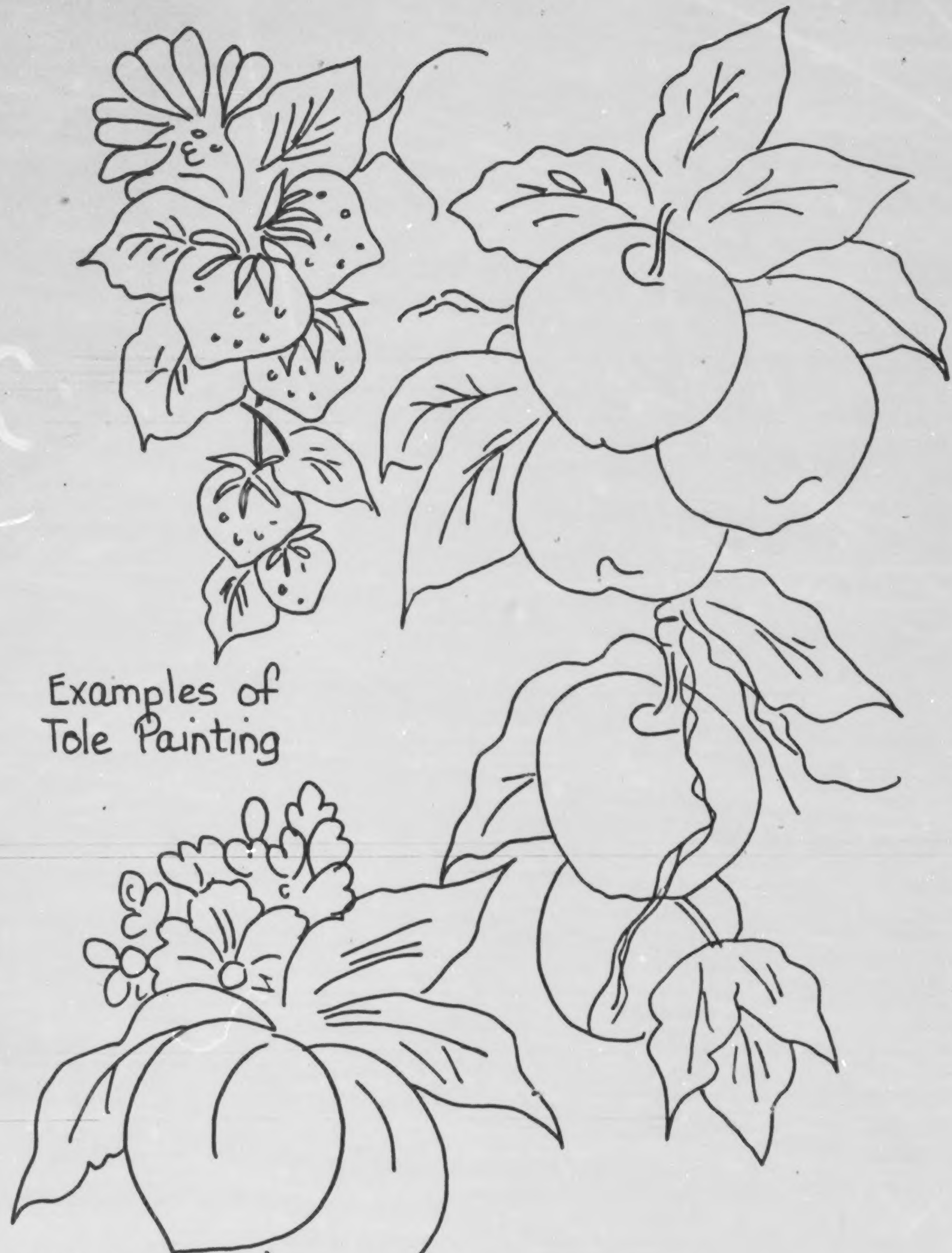


Examples of
Pennsylvania Dutch
Folk Art

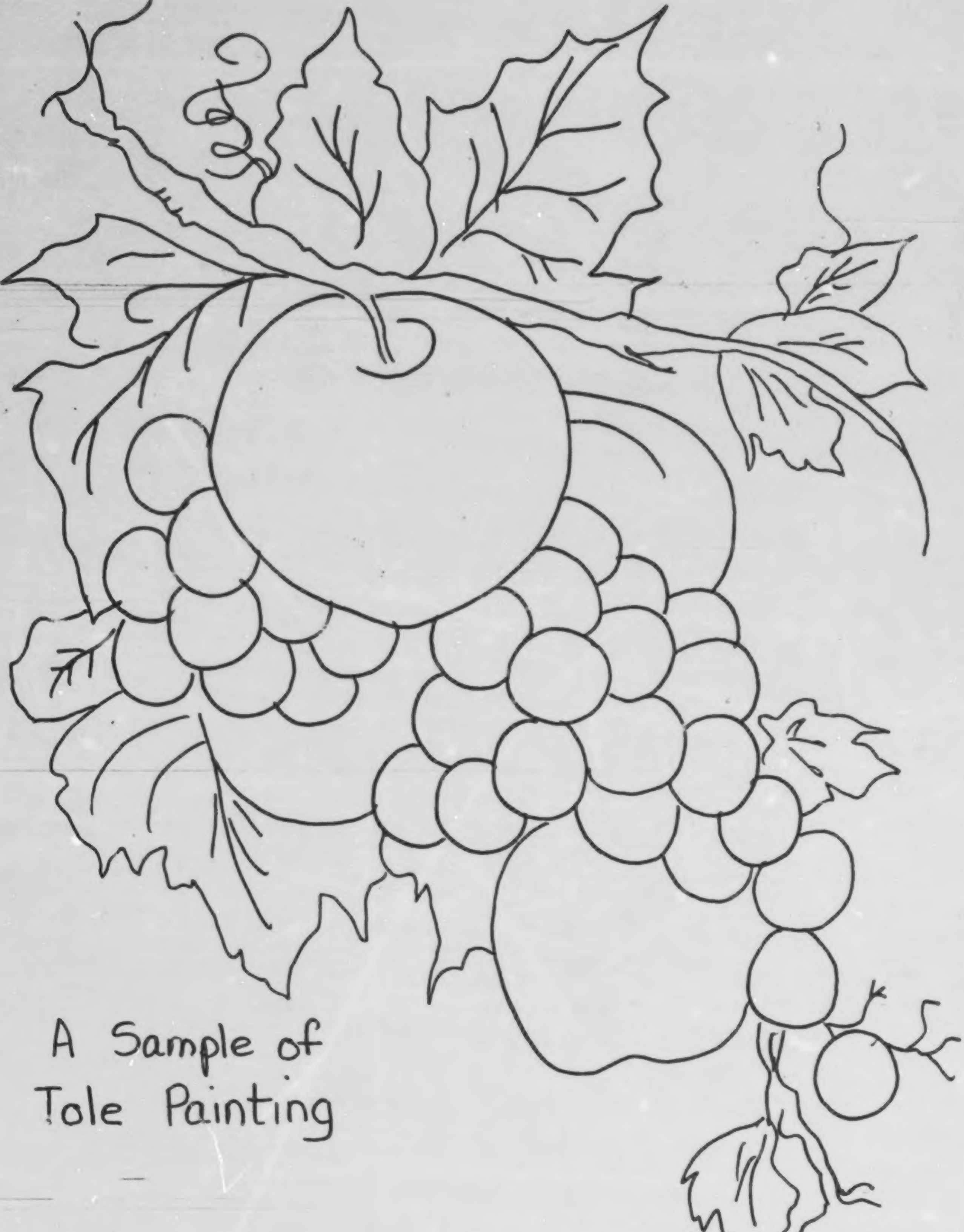




Example of
Rosemaling

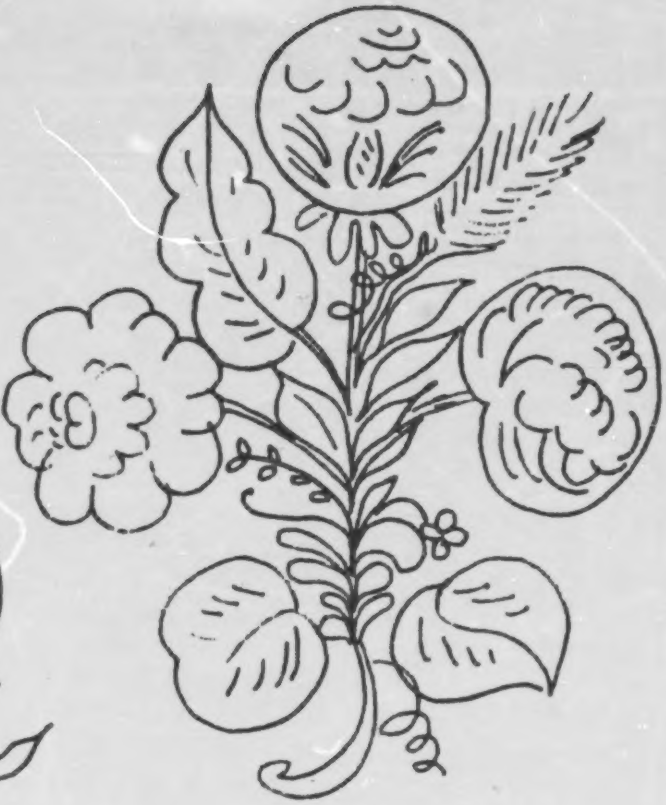


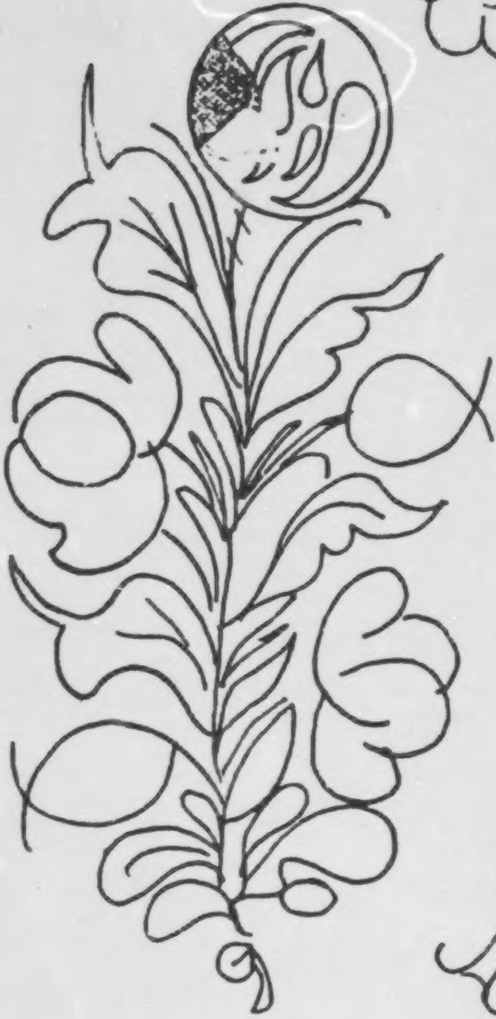
Examples of
Tole Painting

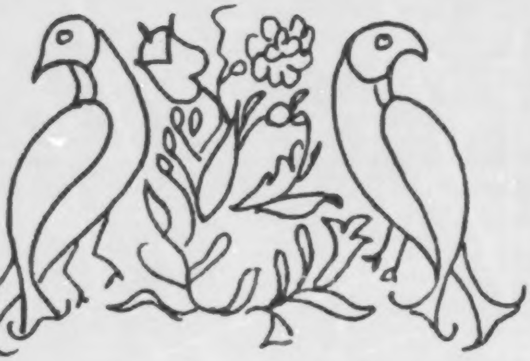


A Sample of
Tole Painting

Examples of Pennsylvania Dutch Folk Art







FOLK ART

ACTIVITY NO. 4F

I. Task Selection

A. Subject area: Decorating wood or metal objects
B. Time limit: 2 weeks (4 sessions)

II. Objectives	Teacher Instructions
A. Using a pencil, the student draws at least 3 designs on paper.	Student may look at sample designs in teacher notebook. He may copy designs or create his own. Have student bring wood or metal objects from home for next objective.
B. The student draws the designs created in Objective A on at least 3 different wood or metal objects.	Have student prepare the wood or metal objects according to instructions attached to student copy. Once this is completed, have student copy his designs on the objects.
C. The student paints the designs according to instructions in Activity No. 4E.	Have students review instructions in practice sheets of last lesson, if necessary.

III. Evaluation

Same as Activity No. 4A.

Title III-GF
Art
Student Copy

10/74

FOLK ART

ACTIVITY NO. 4F

Name____________________

I. Task Selection

A. Subject area: Decorating wood or metal objects
B. Time limit: 2 weeks (4 sessions)

II. Objectives

Objectives	Completion	Date
A. Using pencil, the student draws at least 3 designs on paper.		
B. The student draws the designs created in Objective A on at least 3 different wood or metal objects.		
C. The student paints the designs according to instructions in Activity No. 4E		

III. Procedures

Step 1 -- Pick up the following materials:

Paper
Pencil
Sample designs in Teacher's notebook and/or your practice sheets from the previous lesson.

Step 2 -- Make at least 3 sketches on paper of designs you will be using in the future.

Step 3 -- Bring 3 pieces of wood (plaques) or wooden boxes or metal objects from home to the next Art lesson.

Step 4 -- When you have the objects from home, prepare them for painting according to instructions attached to this lesson.

Step 5 -- Draw your sketches on the wood or metal objects.

Step 6 -- Review the practice sheets of the previous lesson and paint the designs accordingly.

Step 7 -- Follow usual clean-up procedures.

Title III-GF
Art
Student Copy

10/74

TO PREPARE OLD WOOD

ACTIVITY NO. 4F

Materials: Old rags or paper towels
turpentine
sand paper

Clean with soap and a damp cloth to remove all dirt and grime. Remove any [illegible] with turpentine. Sand next. After sanding, remove all traces of dust with a rag.

TO PREPARE TIN OR METAL

Materials: Vinegar, rags or paper towels
Sandpaper

Clean the object with ½ vinegar and ½ water solution.
Sand if necessary, to remove any rust. Remove all dust by wiping thoroughly with a rag.

Apply base coat of: semi-gloss enamel or a base coat in an antique kit.

SILK SCREENING

Title III-GF
Art
Teacher Copy

10/74

SILK SCREENING

ACTIVITY NO. 5A

I. Task Selection

A. The language of Silk Screen
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student states orally to the teacher or another person, the meaning of 8 of the 10 following terms: FRAME, SCREEN, PRINTING BED, SQUEE GEE, GUIDES, SPRING SUPPORTS, TUSHE, REGISTRY, STENCIL and SERIGRAPHY.	Have the student read "The language of Silk Screen" attached to student copy of this lesson. When student has memorized the terms, have him state them orally to you.

III. Evaluation

The teacher reviews the objective with student on student copy. The objective is checked off as the student completes it.

The following rating scale is used:

✓+ above average
✓ average
✓- below average

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

10/74

SILK SCREENING

Name____________________

ACTIVITY NO. 5A

I. Task Selection

A. Subject area: The language of Silk Screen
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. The student states orally to the teacher or another person, the meaning of 8 of the 10 following terms. FRAME, SCREEN, PRINTING BED, SQUEEGEE, GUIDES, SPRING SUPPORTS, TUSCHE, REGISTRY, STENCIL and SERIGRAPHY		

III. Procedures

Step 1 -- Attached to the student copy of this lesson are the definitions of the above words. All of the words are used in the Art of Silk Screening and it is important to know these before going any further. Read the "Language of Silk Screen" sheet.

Step 2 -- When you have the definitions memorized, recite them to the teacher or another person.

ACTIVITY NO. 5A

THE LANGUAGE OF SILK SCREEN

Silk Screening is both a recognized art form and a type of printing process.

The process itself is simple. Paint is forced through the open mesh of a stenciled silk screen on to paper, cloth or other material. The stencil permits the paint to go through only certain areas of silk, thus transferring your design.

Below is a list of terms of the art of Silk Screen.

FRAME: The wooden structural support for the silk.

SCREEN: The stretched silk on a frame through which paint is forced.

PRINTING BED: The flat, wooden base on which the printing paper rests.

SQUEEGEE: The rubber tool used to push paint across the screen.

GUIDES: The devices used to hold the printing paper in place.

SPRING SUPPORTS: The springs used to hold the screen off the bed.

TUSCHE: A black, waxy, water repellent substance used for masking out areas of the screen in preparing stencils.

REGISTRY: The exact positioning of the design on the printing bed.

STENCIL: A pre-cut pattern of paper or film, on or attached to the screen, through which paint passes during the printing process.

SERIGRAPHY: The technical term for Silk Screening.

Title III-GF
Art
Teacher Copy

10/74

SILK SCREENING

ACTIVITY NO. 5B

I. Task Selection

A. Subject Area: The glue blockout stencil
B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Teacher Instructions
A. Using the instructions attached to this lesson, the student prepares a stencil for silk screening using the glue blockout method.	Have student read instructions attached to student copy of this lesson. Have student make a sketch that he would like to make copies of. Show student where the supplies for this activity are.
B. Using the stencil, the student makes at least three silk screened copies.	Teacher observes. See Student Copy, step 5.

III. Evaluation

Same as Activity No. 5A.

Title III-GF
Art
Student Copy

10/74

SILK SCREENING

Name________________

ACTIVITY NO. 5B

I. Task Selection

A. Subject Area: The glue blockout stencil
B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. Using the instructions attached to this lesson, the student prepares a stencil for silk screening using the glue blockout method.		
B. Using the stencil, the student makes at least three silk screened copies.		

III. Procedures

Step 1 -- Read the instructions attached to this lesson. It pertains to making a silk screen stencil by means of the glue blockout method.

Step 2 -- Pick up the necessary materials at the table.

Step 3 -- Follow the steps and make the stencil.

Step 4 -- When you are finished with the stencil, show it to the teacher.

Step 5 -- Pick up the necessary silk screening materials for making at least three copies of the stencil.

Step 6 -- Follow the usual clean-up procedures.

ACTIVITY NO. 5B

MAKING A GLUE BLOCKOUT STENCIL

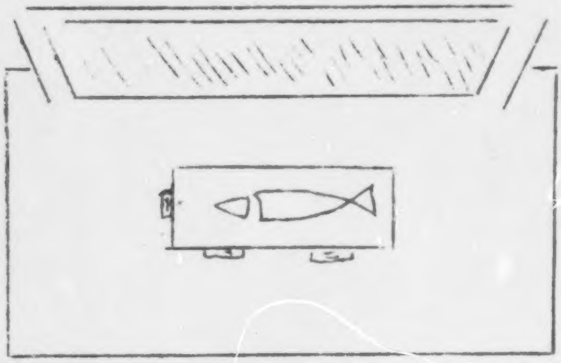
One way to convert the silk screen into a stencil, is to block those areas you do not wish to print with a substance which prevents the paint from going through. Many materials can be used for blocking, but a good grade of ordinary water soluble glue is what we will be using.

To make a glue stencil, center your work on the printing bed. Cut 3 - 1"x1½" register lines from heavy cardboard and place two along the bottom of your paper and one half way up the left side. Tape these into position. They will insure that your design and printing paper are always in the right position. These register guides can be taped into position.

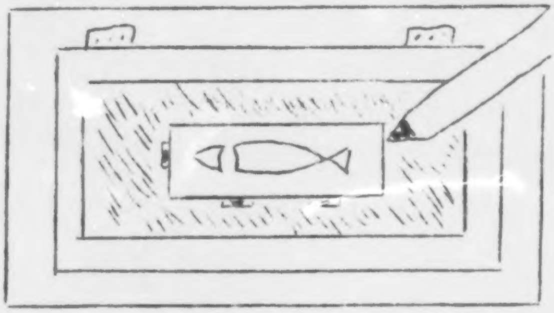
Now close the screen over the design and make a pencil tracing of the design on the silk. Mark those parts of the design which you will fill in with glue (and which will print white) with an X. When the sketch is finished, raise the screen and remove the original design. Using a mixture of half glue and half water, and keeping the screen propped open about ½", carefully paint the glue into the areas of your design which will be white (or won't print). Leave open those areas which will print in color.

Allow the glue to dry. Check the screen against the light to see if you have left any holes in the glue areas. If you have, apply glue to them and let dry before you print.

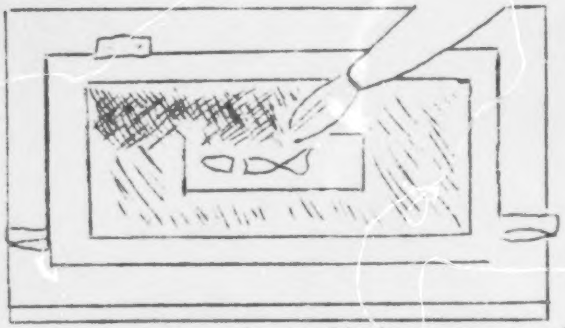
Your glue blockout stencil is now ready to print.



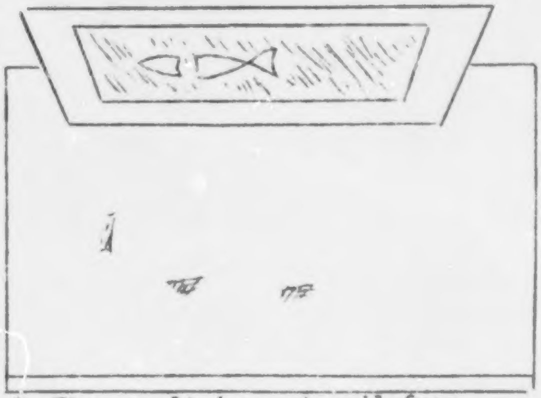
1. Artwork is first placed in register guides.



2. Design is then traced on screen



3. Glue mixture is applied to areas not to be printed.



4. The result is a stencil from which design can be printed.

SILK SCREENING

ACTIVITY NO. 5C

I. Task Selection

A. Subject area: Making a stencil using the TUSCHE GLUE method
B. Time limit: Four hours (two sessions)

II. Objectives	Teacher Instructions
A. Following the instructions attached to this lesson, the student makes one stencil using the TUSCHE BLUE method.	Have the student read the instructions attached to student copy of this lesson.
B. The student makes at least three silk screen copies of the stencil.	Teacher observation. See student copy, steps 3 and 4.

III. Evaluation

The teacher reviews the objective with student on student copy. The objective is checked off as the student completes it.

The following rating scale is used:

√+ above average
√ average
√- below average

Date of completion is then recorded and student copy is filed in student folder.

Title III-GF
Art
Student Copy

10/74

SILK SCREENING

ACTIVITY NO. 5C

I. Task Selection

A. Subject Area: Making a stencil using the TUSCHE-GLUE method
B. Time Limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. Following the instructions attached to this lesson, the student makes one stencil using the TUSCHE-BLUE method.		
B. The student makes at least three silk screen copies of the stencil.		

III. Procedures

Step 1 -- Read the instructions attached to this lesson which shows you how to make a silk screen stencil using the TUSCHE-GLUE method.

Step 2 -- Make a sketch of the print you would like to reproduce.

Step 3 -- Pick up the materials mentioned in the instructions and begin working.

Step 4 -- Make at least three silk screen copies of the print using the TUSCHE-GLUE method.

Step 5 -- Follow usual clean-up procedures.

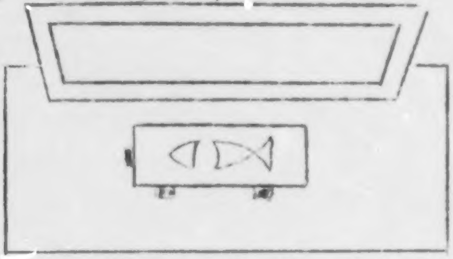
THE TUSCHE-GLUE STENCIL

The tusche resist method of preparing a silk screen is the opposite of the blockout glue stencil. You trace the areas TO BE PRINTED with tusche, a black, greasy material. You don't paint around the design, but you paint the design itself.

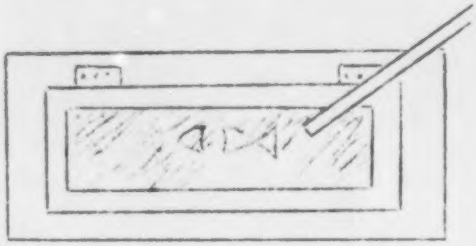
Apply the tusche with a water color brush and let it dry for forty-five minutes, then check the screen against the light for weak areas. Apply more tusche to them. When the tusche is dry, apply a coat of half glue, half water over the entire screen using a piece of thick cardboard. Cover the tusched areas, as well as the open areas. Make sure the glue is spread evenly. Let the first coat set ten minutes, then apply a second coat. When this is dry thoroughly, add one more coat.

After the glue has dried completely, set the screen on a bed of newspapers with the silk side down. Using kerosene, scrub each area in which tusche has been applied with a stiff brush. This will dissolve the tusche and leave those areas with the stencil open, permitting paint to pass through to your printing paper. The glue which applied over the tusche will drop away.

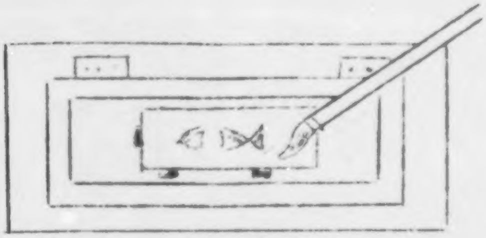
Clean both the front and the back of your screen with mineral spirits and you're ready to make your print.



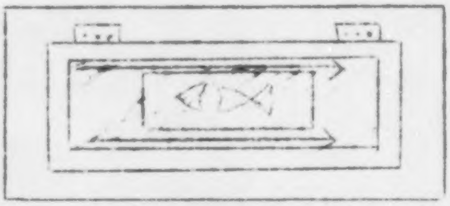
1. Original design is placed in register guides.



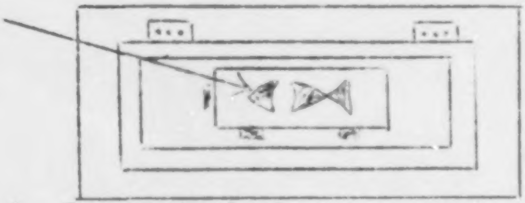
2. The design is traced on to the silk fabric.



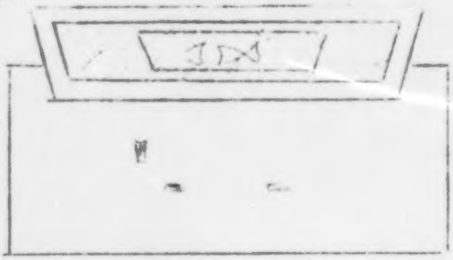
3. Tusche is applied to the design itself.



4. Then entire screen is coated with glue.



5. The tusche is dissolved and the glue over the design falls away.



6. With the tusche gone, ink will go through the design area during printing.

Title III-GF
Art
Teacher Copy

10/74

SILK SCREENING

ACTIVITY NO. 5D

I. Task Selection:

A. Subject Area: Making a paper stencil
B. Time Limit: Four hours (2 sessions)

II. Objectives

Objectives	Teacher Instructions
A. Following the instructions attached to this lesson, the student makes one stencil using the paper method.	Have student read the instructions attached to student copy of this lesson.
B. The student makes at least three silk screen prints of the stencil.	Teacher observes. See student copy, step 3.

III. Evaluation

The teacher reviews the objective with student on student copy. The objective is checked off as the student completes it.

The following rating scale is used:

√+ above average
√ average
√- below average

Date of completion is then recorded and student copy is filed in student folder.

SILK SCREENING

ACTIVITY NO. 5D

I. Task Selection

A. Subject Area: Making a paper stencil
B. Time Limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. Following the instructions attached to this lesson, the student makes one stencil using the paper method.		
B. The student makes at least three silk screen prints of the stencil.		

III. Procedures

Step 1 -- Read the instructions attached to this lesson which shows you how to make a paper stencil for silk screening.

Step 2 -- Pick up the materials mentioned in the instructions and begin working.

Step 3 -- Make at least three copies of the stencil.

Step 4 -- Follow usual clean-up procedures.

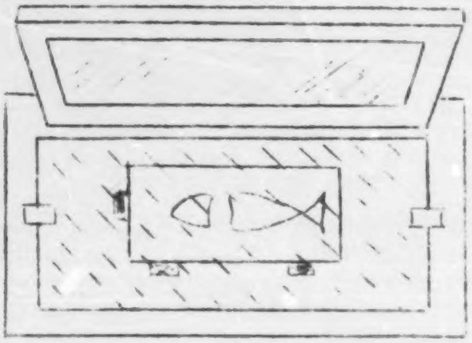
Title III-GF
Art
Student Copy
Activity No. 5D

10/74

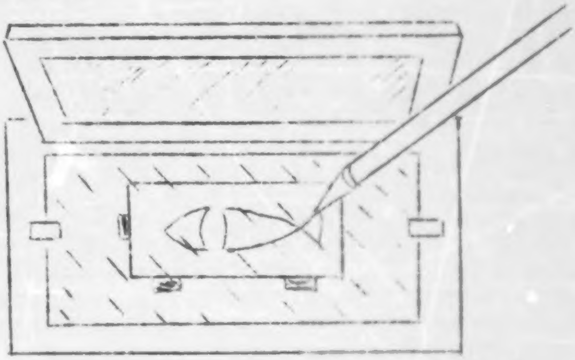
MAKING A PAPER STENCIL

The paper stencil is one of the quickest to make. Begin by making a tracing of your design. Lay tracing paper over the design and trace with a pencil. Put the original design aside and place the tracing paper in the register guides on the printing bed. Now with a stencil knife, carefully cut out those parts of the design which are to print. Put an X on each piece that is to be removed, but leave the entire tracing paper on the printing bed after it has been cut.

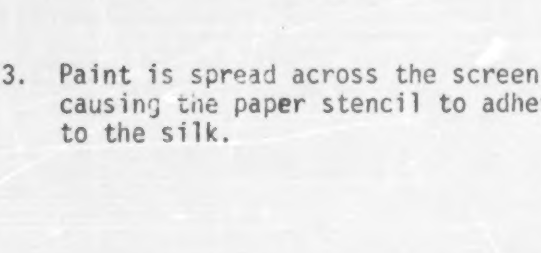
Lower the screen over the paper, pour paint on the center of the screen, and squeeze it from the center toward both sides. This will cause the tracing paper to stick to the silk screen. Raise the silk screen a few inches and with the point of the stencil knife, pick away those parts of the design you previously marked with an X. A light bulb over the screen will help you see the X's. When this is done, and the screen is completely dry, you are ready to make a print.



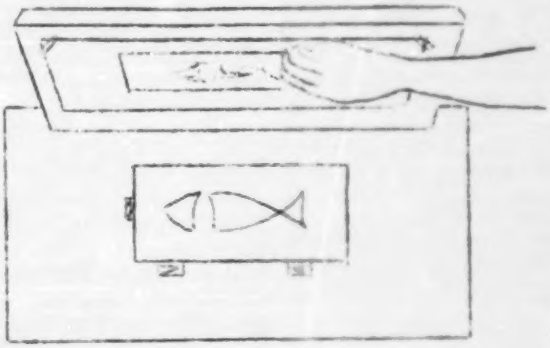
1. Tracing paper is placed over the original art.



2. A sharp knife is used to cut out the design as seen through the tracing paper. (Do not remove cut-outs.)



3. Paint is spread across the screen causing the paper stencil to adhere to the silk.



4. The material which has been cut is now removed to complete the paper stencil.

Title III-GF
Art
Teacher Copy

10/74

SILK SCREENING

ACTIVITY NO. 5E

I. Task Selection

A. Subject Area: Multi Color Printing
B. Time Limit: 6 hours (3 sessions)

II. Objectives	Teacher Instructions
A. Using the instructions attached to this lesson, the student makes two stencils (method of his choice) for multi color printing.	Have student read instructions attached to Student Copy of this lesson.
B. The student makes at least three multi color prints using the above stencils.	Teacher observes. See Student Copy, step 3.

III. Evaluation

Same as Activity No. 5A

Title III-GF
Art
Student Copy

10/74

SILK SCREENING

ACTIVITY NO. 5E

Name____________________________

I. Task Selection

A. Subject Area: Multi Color Printing
B. Time Limit: 6 hours (3 sessions)

II. Objectives

	Completion	Date
A. Using the instructions attached to this lesson, the student makes 2 stencils (method of his choice) for multi color printing.		
B. The student makes at least 3 multi colored prints using the above stencils.		

III. Procedures:

Step 1 -- Read the instructions attached to this lesson

Step 2 -- Pick up the materials mentioned in the instructions and begin working.

Step 3 -- Make at least 3 copies of the stencils

Step 4 -- Follow usual clean-up procedures.

ACTIVITY NO. 5E

Student Copy

SILK SCREENING

MULTI COLOR PRINTING

In multi color printing, you make a stencil for each color you intend to use. For your first multi color effort, work with only two colors. The most important thing to remember in multi color reproductions is REGISTRY. You are going to print one color first, then you are going to change stencils and print your second color.

Take your original artwork and draw small, very fine crosses in each corner. These are your registry marks. As you make each stencil (one for each color), you will carefully trace these registry marks on it. When you print each stencil, you look to see that the registry marks line up perfectly. If they do, your color will be properly placed on the print. Print the main or larger elements first and print solid areas before the outlines. If you have a design of light blue and black, with the blue your main color, print the blue first. Make a stencil for the blue.

First cut the lines of your registry marks. Cut out the area that is to print in blue, but don't cut exactly on the design lines. Cut out just beyond them allowing a slight margin. This will insure that the blue and the black areas meet solidly in your final print.

Complete the stencil by adhering it to the silk. Now make several proof prints in blue of this stencil. Put them aside, cover the registry marks by putting small strips of tape on the underside of the screen, and make your final prints of the blue.

Now make the stencil for the second color. This time, you cut the stencil accurately to the edge of the design, allowing no margin. Don't forget to cut your registry marks. Finish making the stencil.

Bring out the proof sheets you made of the blue stencil. Place one of them in the printing bed guides. If everything went well and you were careful about your registry marks, the black should have laid in right where it should. The registry marks of the black should coincide exactly with those of the blue.

If they do, go ahead with the full run, over-printing from the black stencil on all of the previously run blue sheets, after first blocking out the registry marks with tape as before. Make sure that your first blue sheets are completely dry.

Title III-GF
Art
Teacher Copy

10/74

SILK SCREENING

ACTIVITY NO. 5F

I. Task Selection

A. Subject Area: Making three Silk Screen prints
B. Time Limit: 8 hours (4 sessions)

II. Objectives

Objectives	Teacher Instructions
A. The student makes one multi color design and at least two other designs using at least one of the following types of stencils: 1. glue-blockout 2. tusche-glue 3. paper	Have student refer to the following sheets for instructions 1. Activity No. 5B 2. Activity No. 5C 3. Activity No. 5D
B. The student makes at least three copies of each design.	

III. Evaluation

Same as Activity No. 5A

Title III-GF
Art
Student Copy

10/74

SILK SCREENING

ACTIVITY NO. 5F

Name____________________

I. Task Selection

A. Subject Area: Making 3 Silk Screen prints
B. Time limit: 8 hours (4 sessions)

II. Objectives

Objectives	Completion	Date
A. The student makes one multi color design and at least two other designs using at least one of the following types of stencils: 1. glue-blockout 2. tusche-glue 3. paper		
B. The student makes at least three copies of each design.		

III. Procedures

Step 1 -- Read instructions for multi color printing (Activity No. 5E). Make one stencil at a time. Print 3 copies of each color.

Step 2 -- When finished with step 1, read instructions for making prints using the stencil method of your choice. Refer to your student copies for this.

Step 3 -- Follow usual clean-up procedures.

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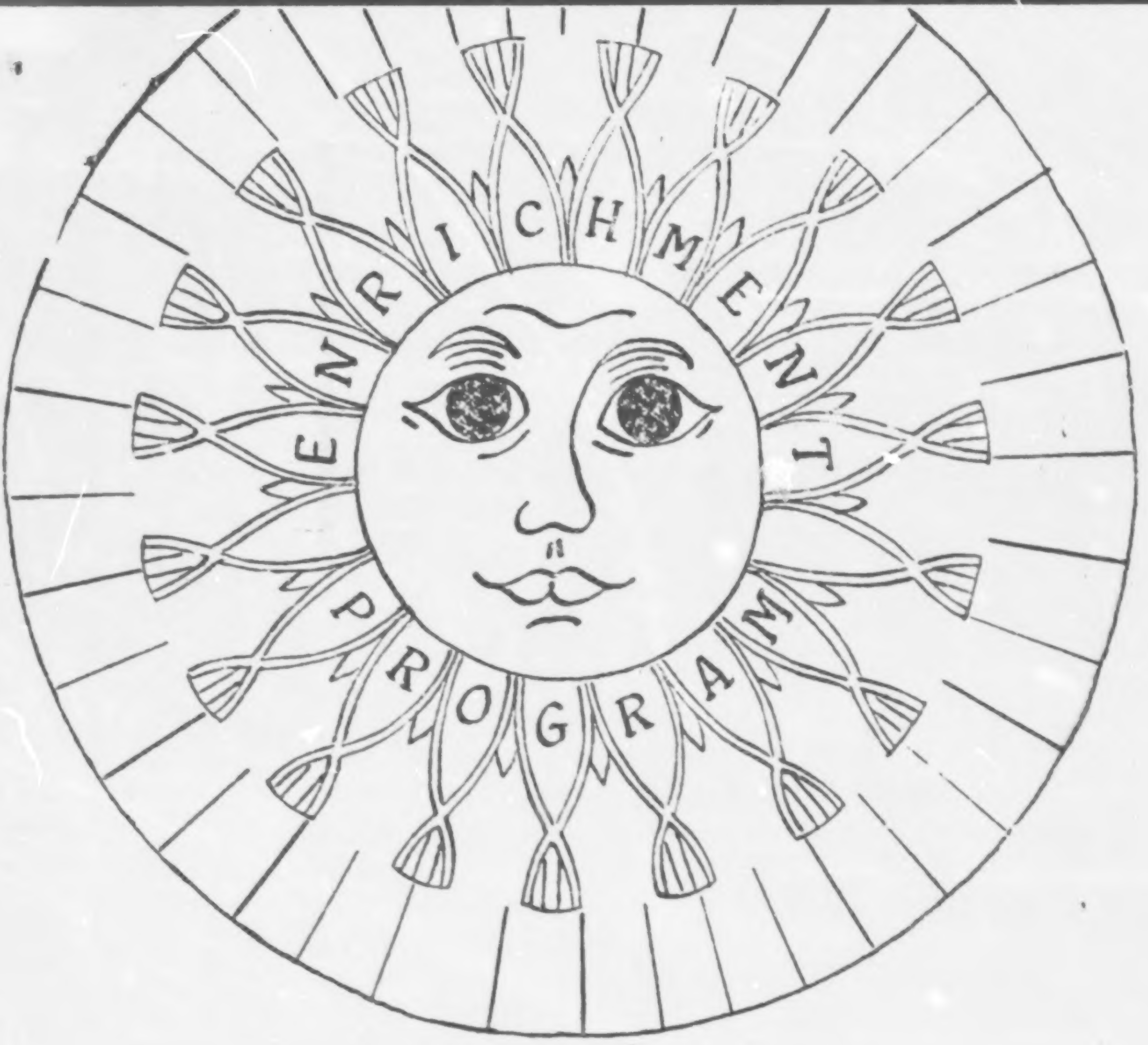
ENRICHMENT PROGRAM

ART

Claywork

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Developed by
Nancy Petersen

Under ESEA Title III
North Kitsap School District #400
150 High School Road South
Poulsbo, WA 98370

PURPOSE OF THE CLAYWORK PACKET

The claywork packet is designed to help the students gain experience, knowledge and skills in both pottery and clay sculpture and to gain experience and knowledge of handling clay on and off the wheel. This packet is designed to introduce the students to many different types of texturing and glazing techniques.

An evaluation of the student's progress is made on each activity. Having completed the activities in the claywork packet, the student will be able to make ten pieces of pottery or sculpture showing the knowledge and skills he or she has acquired.

Title III-GF
Art
Teacher Copy

5/74

CLAY WORK

ACTIVITY NO. 3C a

I. Task Selection

A. Subject area: Making a pot using the "pinch method"
B. Time limit: Four hours (two sessions)

II. Objectives	Teacher Instructions
A. Given the definition of "pinch method", the student forms a basic pinch pot out of clay.	PINCH METHOD: The method in which a pot is formed with the fingers. The clay is pinched into shape. See Student Copy, steps 2,3,4
B. The student makes three different repeat patterns on the outer side of the pottery using a pencil. The student has choice of wavy line dotted line, horizontal line, vertical line. Each pattern must be different.	Teacher Observation. See Student Sheet, step 5
C. After the pot has been bisque fired, the student glazes the pot.	Teacher Observation. See Student Sheet, step 6.

III. Evaluation:

The teacher reviews the objectives with the student on Student Sheet. The objectives are checked off as student completes them.

The following rating scale is used:

✓+ above average
✓ average
✓- incomplete

The date of completion is then recorded and student copy is filed in student folder.

Title III-Gf
Art
Student Copy

5/74

CLAY WORK

Name ____________________

ACTIVITY NO. 3C a

I. Task Selection

A. Subject area: Making a pot using the pinch method
B. Time limit: Four hours (two sessions)

II. Objectives

Objectives	Completion	Date
A. Given the definition of "pinch method", the student forms a basic pinch pot out of clay.		
B. The student makes three repeat patterns on the outer side of the pottery using a pencil. Student has choice of wavy line, dotted line, horizontal line vertical line. Each pattern must be different.		
C. After the pot has been bisque fired, the student glazed the pot.		

III. Procedure:

Step 1 -- Pick up the following materials:

1½ pounds of clay
clay mat
wire for cutting
knife

Step 2 -- Using your hands, form a ball with your clay.

Step 3 -- Place your thumbs in the center of the ball and make a hole by pressing down.

Step 4 -- Enlarge the hole by gently forcing clay outward. If the clay begins to feel dry, dampen your fingers with a little bit of water and continue until the pot is the size you wish it to be.

III. Procedures: (cont.)

Step 5 -- Make three different repeat designs on the outside of the pot by using a pencil tip. See objective B on this sheet for the types of patterns you may use.

Step 6 -- After the teacher has had the pots bisque fired, glaze the pot. Wash the brush out thoroughly after you have completed the glazing.

Step 7 -- Follow the usual clean-up procedures.

Title III-GF
Art
Teacher Copy

CLAY WORK

ACTIVITY NO. 3C b

I. Task Selection

A. Subject area: Making a People Pot - pinch method
B. Time limit: Two hours

II. Objectives Teacher Instructions

Objectives	Teacher Instructions
A. Given the definition of pinch method, the student forms one basic pinch pot.	PINCH: Name given to pots made by pinching clay into desired shape.
B. The student makes face-like features (eyes, nose and mouth) on one side of the pot by using his fingers and pressing them firmly into the clay.	Teacher observation. See Student Sheet, step 6.
C. The student manipulates clay forming arms and legs.	Teacher observation. See Student Sheet, step 7.
D. The student scores each connecting part of the people pot and attaches all parts by pressing them firmly into the pot with his fingers.	See Act. No. 3A on scoring. Read that definition. Remind student that the scoring must be deep or the attached parts will come apart when fired.

III. Evaluation:

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ______________

ACTIVITH NO. 3C b

I. Task Selection

A. Subject area: Making a People pot (Pinch method)
B. Time limit: Two hours

II. Objectives

	Completion	Date
A. Given the definition of Pinch method, the student forms one basic pinch pot.		
B. The student makes face-like features (eyes, nose, mouth) on one side of the pot by using his fingers and pressing them firmly into the clay.		
C. The student manipulates clay forming arms and legs.		
D. The student "scores" each connecting part of the people pot and attaches them to the pot by pressing them firmly with fingers.		

III. Procedure

Step 1 --Pick up the following materials:

- 1½ blocks of clay
- wire for cutting
- clay mat
- knife

Step 2 -- Take a lump of clay and form it into a ball.

Step 3 -- Press your thumb into the center while working the ball of clay round and round in the palm of your hand

Step 4 -- Continue this process until you have hollowed out a small container.

Step 5 -- Although the final shape is somewhat crude, it can be smoothed out by moistening your thumb and fingers and smoothing out the rough spots.

III. Procedure (cont.)

Step 6 -- Pinch eyes, nose and mouth lines and form the features by manipulating the clay with your fingers.

Step 7 -- Score each connecting part and attach it firmly to the pinch pot. Form arms and legs by rolling more clay with your fingers.

Step 8 -- Leave people pot at your desk. The teacher will pick it up.

Step 9 -- Once the pot has been picked up, follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3D

I. Task Selection

- A. Subject area: Wedging Clay
- B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definition of Wedging, the student manipulates one pound of clay until no air bubbles are present.	WEDGING: The process which removes all traces of air from the clay. Slice a lump of clay with a piece of wire and show the students all of the air bubbles. Air bubbles in pottery or sculpture are unsatisfactory. When fired, gas will form in the air bubbles and the sculpture will explode under the extreme heat.
B. The student forms a basic pinch pot once the clay has been wedged.	Teacher observation, See Student Sheet, step 6.

III. Evaluation

Same as Activity No. 3D

6/74

Title III-GF
Art
Student Copy

CLAY WORK

Name ______________________

ACTIVITY NO. 3D

I. Task Selection

A. Subject area: Wedging Clay
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of wedging, the student manipulates one pound of clay until no air bubbles are present.		
B. The student forms a basic pinch pot once the clay has been wedged.		

III. Procedure

Step 1 -- Pick up the following materials:

One pound of clay
clay mat
wire for cutting

Step 2 -- WEDGING is the process which removes all traces of air from the clay. To begin, take a slab of clay and cut in two halves with the wire.

Step 3 -- The air bubbles can be readily seen.

Step 4 -- Lift one half high in the air, bang it down on the other half, firmly press down on the clay with your hands and repeat the process again and again for several minutes.

Step 5 -- When the clay is thoroughly wedged, it can be cut through at any point without showing air bubbles. If you still see air bubbles, repeat pressing and cut until no air bubbles are present.

Step 6 --Once step 5 is completed, form a basic pinch pot with the clay. Look at Student Copy, Activity 3C for definition of pinch method.

Step 7 -- Leave pot at your desk until the teacher picks it up.

Step 8 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3E

I. Task Selection

- A. Subject area: Making a pot using the coil method
- B. Time limit: Two hours

II. Objectives

Objectives	Teacher Instructions
A. Given the definition of the Coil method, the student rolls clay into a piece approx. ½ inch in diameter and 12 to 18 inches long.	COIL METHOD: Making pots from rolls of clay which are coiled round and round. See student steps 2-9.
B. The student attaches each section of clay (according to the instructions) forming a coil pot.	Using the student instructions on student sheet, make a coil pot with the students.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ____________________

ACTIVITY NO. 3E

I. Task Selection

A. Subject Area: Making a pot using the coil method
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definition of the Coil Method the student rolls clay approximately ½ inch in diameter and 12 to 18 inches long.		
B. The student attaches each section of clay (according to instructions) in preparation for kiln firing.		

III. Procedure

Step 1 -- Pick up the following materials:
1½ pound block of clay
clay mat
wire for cutting
ruler

Step 2 -- Take a lump of clay and roll it into a 12 inch length with a diameter of ½ inch.

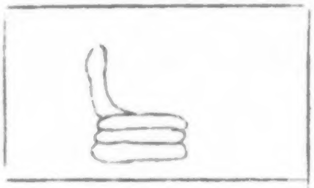
Step 3 -- Take the clay strip and start winding it around itself for the base of the pot.

Step 4 -- Keep coiling until the base is the width you want it.

Step 5 -- As you go along, moisten your fingers and smooth over the coiled surface.

Step 6 -- Roll several more coils for the sides of the pot.

Step 7 -- To build up the sides, join a fresh strip of clay to the base and coil vertically, instead of horizontally.



III. Procedure (cont.)

Step 8 -- Joining other coils to the first ones: Continue building up the sides of the pot as high as you want it to be.

Step 9 -- Always be careful to support the wall of the pot from the inside as you coil, to prevent it from sagging. You must also smooth the inside of the pot as well as the outside. You can do this by pressing your thumb into the clay around the coils.

Step 10- Leave the pot at your desk. The teacher will pick it up.

Step 11 - Following usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3F

I. Task Selection

A. Subject area: Making Jewelry
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. The student shapes at least twenty pieces of clay and makes at least one piece of jewelry (necklace or bracelet) with them.	If the jewelry is to be glazed, make sure you have element wire for the threading. This can be purchased at a hardware store.

III. Evaluation

Same as Activity No. 3B

6/74

Title III-GF
Art
Student Copy

CLAY WORK

ACTIVITY NO. 3F Name ____________________

I. Task Selection

A. Subject area: Making Jewelry
B. Time limit: Two hours

II. Objectives	Completion	Date
A. The student shapes at least twenty pieces of clay and makes at least one piece of jewelry with them (bracelet or necklace).		

III. Procedure:

STep 1 -- Pick up the following materials:

½ pound of clay
clay mat
wire for cutting
cord

Step 2 -- To make a simple bracelet or necklace of clay beads, roll several (at least twenty) small balls of clay. Make sure they are all about the same size. If you wish, you can smooth the edges against your desk to make them square.

Step 3 -- Pierce the heads with a piece of wire, then thread them on a length of cord. If they are to be glazed, they should be threaded on a length of element wire (which your teacher has already provided.)

Step 4 -- When you have finished and if time permits, you may make another one.

Step 5 -- Leave the finished jewelry at your desk, the teacher will pick it up soon.

Step 6 -- Follow usual clean-up procedures.

Title III- GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3G

I. Task Selection

A. Subject area: Making basic pots to be decorated in future lessons
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Given the definitions of slab and pinch methods, the student makes two slab pots and two pinch pots.	SLAB: Clay that has been rolled, cut and connected to form an object. (see Teacher Copy, Act. 3A for diagram) PINCH: Name given to pots made by pinching clay into desired shapes.

III. Evaluation

Same as Activity No. 3B

CLAY WORK

Name ____________________

ACTIVITY NO. 3G

I. Task Selection

A. Subject area: Making basic pots to be decorated in future lessons
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Given the definitions of slab and pinch methods, the student makes two slab pots and two pinch pots.		

III. Procedures

Step 1 -- Pick up the following materials:

Clay
Clay mat
Wire for cutting
Knife

Step 2 -- In the next four lessons, we will be learning about different ways to decorate pottery that has been bisque fired. Before we can do that, we have to have pots to work with. In the time we have today, make two slab pots (as big as you like) and two pinch pots. Follow the procedures in Activity No. 3A for slab pots and see Activity No. 3C for pinch pots.

Step 3 -- When all four pots are completed, leave them at your desk. Your teacher will pick them up.

Step 4 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3H

I. Task Selection

A. Subject area: Decorating pottery (Banding and Wax Resist)
B. Time limit: Two hours (one hour each)

II. Objectives	Teacher Instructions
A. Given the definition of decorating by means of banding, the student bands one of the pots made in Activity No. 3G	BANDING: A form of glazing made by holding brush tip against a moving pot. Rotate a pot in a circular fashion with one hand showing the student it's the pot that should move and not the brush.
B. Given the definition of decorating by means of Wax Resist, the student decorates one pot using this process.	WAX RESIST: Method of decorating by applying melted wax and then glazing. You will need a hot plate for this. Put a pan of water on the burner and place a can with a cube of parafin wax inside to be melted. Do not put wax container directly on the burner.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

ACTIVITY NO. 3H

Name ____________________

I. Task Selection

A. Subject area: Decorating Pottery (banding) (wax resist)
B. Time limit: Two hours (one hour each)

II. Objectives

Objectives	Completion	Date
A. Given the definition of decorating by means of BANDING, the student bands one of the pots made in Activity No. 3G.		
B. Given the definition of decorating by means of WAX RESIST the student decorates one pot made in Activity No. 3G using this process.		

III. Procedure

Step 1 -- Pick up the following materials:

Two of the pots made in Activity No. 3G (after it has been bisque fired)
One brush
Three different colors of glaze

Step 2 -- Banding is a variation of brushwork. For this you need to rotate the pot in a circular manner. As you move the pot with one hand, place the tip of the brush against the side and move it slowly up and down - the result will be spiral bands (or if you wish, by removing the brush after each circle, you can get a series of circular bands. Use this process to do one pot.

Step 3 -- Wax Resist is another popular form of decorating pottery. The design is painted on a piece of pottery that has been bisque fired in wax and then the pot is glazed. Keep the wax design small and glaze over the entire pot, except bottom. The glaze will attach itself only to those parts of the pot which are not painted with wax, so that a pattern will be created for the eventual firing. Decorate one pot in this manner.

Step 4 -- Leave the finished pots at your desk until the teacher has time to pick them up.

Step 5 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3 I

I. Task Selection

A. Subject area: Decorating Pottery (Feathering and Combing - slip trailing)

B. Time limit: Two hours (one hour each)

II. Objectives	Teacher Instructions
A. Given the definition of decorating by means of feathering and combing, the student decorates one pot made in Act. No. 3G using this process.	FEATHERING AND COMBING: These are two methods of making impressions on "slip" (clay in liquid suspension). The first occurs literally by drawing a feather across the surface. The second occurs when a comb is run lightly across the surface.
B. Given the definition of decorating by means of Slip Trailing, the student decorates one pot using this process.	SLIP TRAILING: Decoration by trailing slip over pots surface using a squeeze bottle. Mix a small amount of clay and water together. It should be very watery and it will be rough. Add a small amount of glaze to the mixture and put it in a squeeze bottle. Do this for each color you want the students to work with.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ____________________

ACTIVITY NO. 3 I

I. Task Selection

A. Subject area: Decorating Pottery (Feathering and Combing Slip Trailing)

B. Time limit: Two hours

II. Objectives

	Completion	Date
A. Given the definition of decorating by means of feathering and combing, the student decorates one pot made in Act. No. 3G using this process.		
B. Given the definition of decorating by means of slip trailing, the student decorates one pot made in Act. No. 3G using this process.		

III. Procedure:

Step 1 -- Pick up the following materials:

Two pots made in Activity No. 3G
slip (watery clay)
feather
comb
paint brush

Step 2 -- Feathering and combing are two methods of making an impression on "slip" (clay that is very watery). The first occurs when you draw a feather across the surface of a pot that has been covered with a layer of liquid clay or slip. The second occurs when you draw a comb across a pot that has been covered with a layer of slip. On one pot, brush a layer of slip on the entire outside. Once this is done, take a comb or feather and run it across the wet clay. Set it aside when you are finished. The teacher will pick it up.

Step 3 -- Slip Trailing is a form of decorating whereby you drip slip or watery clay, that has been colored,on the inside of a pot.

Step 4 -- Colored slip is watery clay that has been colored with glaze. Put it in a squeeze bottle and squeeze it out slowly along the inside of the pot. Also glaze the outside of the pot and leave it at your desk until the teacher picks it up.

Step 5 -- Follow usual clean-up procedures.

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Art
Teacher Copy

CLAY WORK

ACTIVITY NO. 3J

I. Task Selection

A. Subject area: Decorating by means of Texturing
B. Time limit: Two hours

II. Objectives Teacher Instructions

A. Using a piece of doweling, the student rolls a piece of clay approximately six inches square and ¼ inch thick.	If you are unable to locate any doweling material or rolling pins, you can use a bottle for the rolling.
B. Using a knife, the student divides the clay into at least 12 parts.	Teacher observes, See Student Sheet, step 3.
C. The student makes at least six different textures on the clay slabs.	Teacher observes, See Student Sheet, step 4
D. The student makes one object out of clay and textures the entire outside using at least one of the textures used in Objective C.	Teacher observes. See Student Sheet, step 6.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ____________________

ACTIVITY NO. 3J

I. Task Selection

A. Subject area: Decorating by means of Texturing
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Using a piece of doweling, the student rolls a piece of clay approximately six inches square and ½ inch thick		
B. Using a knife, the student divides the clay into at least 12 parts.		
C. The student makes at least six different textures on the clay slabs.		
D. The student makes one object out of clay and textures the entire outside using one of the texture designs used in Objective C.		

III. Procedure

Step 1 -- Pick up the following materials:

clay
doweling (for rolling the clay)
clay mat
knife

Step 2 -- Roll the clay approximately six inches square and ½ inch thick

Step 3 -- Divide the clay slab into at least 12 parts with your knife.

Step 4 -- Make at least six different textures on the clay slabs. You may use anything in the room for this. A few suggestions are: a pencil (both ends), paint brush, button, your thumb.

Step 5 -- Go to the material table and pick up some more clay

Step 6 -- Make a pot fairly large. Texture the outside of the pot using at least one of the texture designs you experimented with.

Step 7 -- Leave your pottery at your desk. The teacher will pick it up.

Step 8 -- Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy

6/74

CLAY WORK

ACTIVITY NO. 3K

I. Task Selection

A. Subject area: How to throw a pot on the Potter's Wheel
B. Time limit: One week

II. Objectives	Teacher Instructions
A. After the introduction to the wheel has been given by the teacher, the student centers, shapes, trims and removes a pot he has made on the wheel.	Read "Pottery Step By Step", (in Special Services Office) pages 33, 35 and 36 to the class Follow the pictured instructions on pgs. 37-40 and demonstrate making a pot as the class observes. Observe each student when he takes his turn at the wheel.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

ACTIVITY NO. 3K

Name ____________________

I. Task Selection

A. Subject area: How to throw a pot on Potter's Wheel
B. Time limit: One week

II. Objectives

Objectives	Completion	Date
A. After the introduction to the wheel, given by the teacher, the student centers, shapes, trims and removes a pot he has made on the wheel.		

III. Procedures

Step 1 -- Listen as the teacher shows you the Potter's Wheel and how to use it.

Step 2 -- Pick up a fairly large lump of clay.

Step 3 -- When it is your turn at the wheel, make yourself at ease and take the clay in both hands.

Step 4 -- Set the wheel in motion and throw the ball of clay down hard on it. The clay must be centered. If it isn't centered, try again.

Step 5 -- When the ball of clay has been centered, press both thumbs down into the middle of the spinning ball. This will make the clay open.

Step 6 -- With your right fingers inside the opening you have just made, and your left hand supporting the clay wall, draw the clay out to widen the base.

Step 7 -- Continue opening the clay.

Step 8 -- Open the clay until the base is as wide as you desire.

Step 9 -- The next step is to draw up the sides of the bowl. Put the fingers of one hand inside the pot, hood the outside of the wall with the fingers of your other hand, and draw the clay upward.

Step 10 - The pressure of the fingers inside the bowl draws up the walls.

Step 11 - Make sure that you bring the clay up smoothly and make the walls of the bowl of an even thickness.

III. Procedure:

Step 12 - By dipping your hands in water from time to time and keeping the clay moist, it will be easier to manipulate.

Step 13 - To shape the bowl, put your hand inside, place your fingers of the other hand on the outside for support and push the wall outward against the spinning movement.

Step 14 - When the form of the bowl is completed, the rim should be smoothed by pressing the edge of a knife against the revolving edge.

Step 15 - Run a length of wire under the bottom of the bowl and pull it through. Lift the bowl from the wheel and set it aside.

Step 16 - Follow usual clean-up procedures.

Title III- GF 6/74
Art
Teacher Copy

CLAY WORK

ACTIVITY NO. 3L

I. Task Selection

A. Subject area: Making a pitcher on the wheel
B. Time limit: One week

II. Objectives	Teacher Instructions
A. Following the demonstration by the teacher, of making a pitcher, the student centers, shapes, and removes (from the wheel) a pitcher of his own.	Read the illustrated step by step instructions to yourself and then show the students how to make a pitcuer on the wheel. The instructions are on pages 53-58 of "Pottery Step By Step".

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

ACTIVITY NO. 3L

Name ____________________

I. Task Selection

A. Subject area: Making a Pitcher on the Wheel
B. Time limit: One week

II. Objectives

	Completion	Date
A. Following the demonstration, by the teacher, of making a pitcher the student centers, shapes and removes from the wheel, a pitcher of his own.		

III. Procedures

Step 1 -- Listen as the teacher demonstrates how to make a pitcher

Step 2 -- Pick up the following materials:

clay
knife
sponge and water

Step 3 -- When it is your turn at the wheel, center the clay by pulling it toward the center of the wheel with both hands. Be sure your grip is firm.

Step 4 -- The strong horizontal pressure will make the clay rise in the center.

Step 5 -- Place the base of your thumb on the cone.

Step 6 -- Press the clay down again.

Step 7 -- Repeat the center process (step 4)

Step 8 -- When the clay is smooth and is revolving in the center of the wheel, begin the opening process by pressing both thumbs into the middle of the spinning ball.

Step 9 -- With the fingers of your right hand in the opening, and the left hand on the outside, Draw the clay outward to widen the base.

Step 10 - With the fingers of one hand inside the pitcher and the other hand on the outside for support, begin drawing the clay up.

Step 11 - The clay is drawn up smoothly by applying pressure from the inside, and letting your hands rise with the clay.

III. Procedures (cont.)

Step 12 - Continue the drawing up process, keeping the clay moist for easy manipulation.

Step 13 - To shape your pitcher, give it a slight collar by putting your fingers around the neck of the pot and squeezing it gently.

Step 14 - Further shape the pitcher by pushing the walls in or out against the spinning movement of the wheel.

Step 15 - Place one hand inside the pot and use the other on the outside for support.

Step 16 - The lower part of the pitcher can be made to bulge in the same manner.

Step 17 - Even the rim by using the edge of your knife as the pitcher is revolving on the wheel.

Step 18 - To make a lip for the pitcher, support the mouth of the pot with one hand and with the first finger of your other hand, pull the clay outward to form a lip.

Step 19 - Pull until the lip completes the form you want.

Step 20 - Follow usual clean-up procedures.

Step 21 - Making the handle: Dampen your hands with water and pull (cut) off another lump of clay.

Step 22 - The handle will take the natural shape of the fingers.

Step 23 - Attach the handle to the pitcher as soon as it is firm enough to work with. It usually takes one hour.

Step 24 - Join the top end first, smoothing the join over and leaving your hand print for decoration.

Step 25 - Join the bottom part of the handle the same as the top.

Step 26 - The size of the handle should compliment the pitcher. Make sure it is not too large or too small.

Step 27 - Remove the pitcher from the wheel with wire and set it aside.

Title III-GF
Art
Teacher Copy

6/74

ACTIVITY NO. 3M

I. Task Selection

A. Subject area: Making a lid
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. Following the teacher's instructions, the student measures, shapes and removes from the wheel, a lid to fit the pot made in Act. No. 3K	Read the illustrated instructions on pgs. 59-61 of "Pottery Step By Step" to yourself. Make a lid and have the students observe.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ______________________

ACTIVITY NO. 3M

I. Task Selection

A. Subject area: Making a lid
B. Time limit: Two hours

II. Objectives

Objectives	Completion	Date
A. Following the teacher's demonstration, the student measures, shapes, and removes from the wheel, a lid to fit the pot he made in Activity No. 3K		

III. Procedure

Step 1 -- Listen as teacher shows you how to make a lid to fit a pot.

Step 2 -- Pick up the following materials:

- clay
- knife
- ruler

Step 3 -- Measure the diameter of the pot into which you lid must fit. Remember the clay contracts as the clay is fired.

Step 4 -- Proceed with the lid by throwing a lump of clay on the wheel and treating it as if you were making a small bowl.

Step 5 -- Continually measure the lid to see if it will fit. If it is too small, pull the clay outward, forming a small wall.

Step 6 -- Measure it again.

Step 7 -- Continue pulling out the clay until it is the right size.

Step 8 -- Take a trimming tool (your knife) and cut away about ¼ inch from the outside. This makes an outer rim.

Step 9 -- With wetted fingers, smooth the clay.

Step 10 - Remove the lid from the wheel with a piece of wire from the material table.

Step 11 - You may make a handle for the lid if you want. Follow instructions in Activity No. 3L (attaching a handle) if you have forgotten how.

Step 12 - Follow usual clean-up procedures.

Title III-GF
Art
Teacher Copy 6/74

CLAY WORK

ACTIVITY NO. 3N

I. Task Selection

A. Subject area: Something about Kiln Firing
B. Time limit: Two hours

II. Objectives	Teacher Instructions
A. While listening to the teacher's instructions, the student takes written notes including at least five important facts about Kiln Firing and the differences between bisque and glaze firing.	Read pages 89-94 to the class. Read slowly as they will be taking notes. When finished, if time permits, let the students work with clay (on or off the wheel) as they wish.

III. Evaluation

Same as Activity No. 3B

Title III-GF
Art
Student Copy

6/74

CLAY WORK

Name ______________________

ACTIVITY NO. 3N

I. Task Selection

A. Subject area: Something about Kiln Firing
    a. bisque
    b. glaze

B. Time limit: Two hours

II. Objectives

	Completion	Date
A. While listening to the teacher's instructions, the student takes written notes including at least five important facts about Kiln Firing and the differences between bisque and glaze firing.		

III. Procedures

Step 1 -- The teacher will read some information to you about Kiln Firing. With paper and pencil (at the material table) you are to take notes as the teacher reads. This will broaden your knowledge of what takes place after you have made some pottery or a piece of clay sculpture. Listen carefully and write down at least five important facts. If you can write more, that would be even better.

Step 2 -- Hand your notes to your teacher when finished. If time permits, you may work with clay as you wish (on or off the wheel). Get materials at the supply table.

Step 3 -- Follow usual clean-up procedures.

EVALUATION

Students will be evaluated on the following concepts from the Claywork Packet in order to determine proficiency.

Claywork

— Slab
— rolling
— scoring
— smoothing

— Pinch
— basic shape
— wedging
- texturing

— Coil
— rolling
— layering
— smoothing

* Sculpture
* Proportion
* Scoring
* Detail

* — Decoration
* — banding
* — wax resist
* — feathering
* — slip trailing
* — texturing

— Potter's Wheel
— throwing
— shaping
— basic formation

Those marked with an * will be evaluated by examination of a pre and post demonstration activity. Student will be asked to show proficiency in skill area before and after instruction. Samples will be kept and rated by a panel of people with expertise in the area of art. (See Pre and Post Sample Rating Sheets 1, 2, and 3.)

Those marked with a — will be evaluated in terms of a student's effective use and understanding of these skills in every day practice as well as evidence of use in art products. A checklist filled cut by the instructor will be used to collect this data. (See Evidence of Skill - Rating Sheets 1 and 2.)

Those skills marked with an * and a — will be evaluated by both methods.

ESEA Title III
GF

EVIDENCE OF SKILL - RATING SHEET
Claywork Packet

10/74

CONSTRUCTION					POTTER'S WHEEL					DECORATION				
Skill	Practice Evidence of Instruction		Performance Criteria: product Contains All Skills		Skill	Practice Evidence of Instruction		Performance Criteria: Product Contains All Skills		Skill	Practice Evidence of Instruction		Performance Criteria: Product Contains 3 of the Follow. on Diff. Products	
	Yes	No	Yes	No		Yes	No	Yes	No		Yes	No	Yes	No
Slab					Throwing									
Rolling					Shaping					Banding				
Scoring					Basic Formation					Wax Resist				
Smoothing										Feathering				
Pinch										Slip Trailing				
Basic Shape										Texturing				
Wedging														
Texturing														
Coil														
Rolling														
Layering														
Smoothing														

PRE AND POST SAMPLES RATING SHEET

Claywork Packet

Here are four pieces of claywork done by the same student labeled J, K, L, and M. Mark the one or ones you feel were done before (pre) instruction and those done after (post) instruction. If the artist shows any evidence of use of the sub-skills listed please mark them using the rating scale below as a guide.

Accomplished use of skill 5 4 3 2 1 Inadequate use of skill

Activity				Pre	Post
Construction J					
Rolling	5 4 3 2 1	Wedging	5 4 3 2 1		
Scoring	5 4 3 2 1	Texturing	5 4 3 2 1		
Smoothing	5 4 3 2 1	Layering	5 4 3 2 1		
Basic shape	5 4 3 2 1	Proportion	5 4 3 2 1		
Detail	5 4 3 2 1	Decoration	5 4 3 2 1		
Construction K					
Rolling	5 4 3 2 1	Hedging	5 4 3 2 1		
Scoring	5 4 3 2 1	Texturing	5 4 3 2 1		
Smoothing	5 4 3 2 1	Layering	5 4 3 2 1		
Basic shape	5 4 3 2 1	Proportion	5 4 3 2 1		
Detail	5 4 3 2 1	Decoration	5 4 3 2 1		
Construction L					
Rolling	5 4 3 2 1	Wedging	5 4 3 2 1		
Scoring	5 4 3 2 1	Testuring	5 4 3 2 1		
Smoothing	5 4 3 2 1	Layering	5 4 3 2 1		
Basic shape	5 4 3 2 1	Proportion	5 4 3 2 1		
Detail	5 4 3 2	Decoration	5 4 3 2 1		
Construction M					
Rolling	5 4 3 2 1	Hedging	5 4 3 2 1		
Scoring	5 4 3 2 1	Texturing	5 4 3 2 1		
Smoothing	5 4 3 2 1	Layering	5 4 3 2 1		
Basic shape	5 4 3 2 1	Proportion	5 4 3 2 1		
Detail	5 4 3 2 1	Decoration	5 4 3 2 1		